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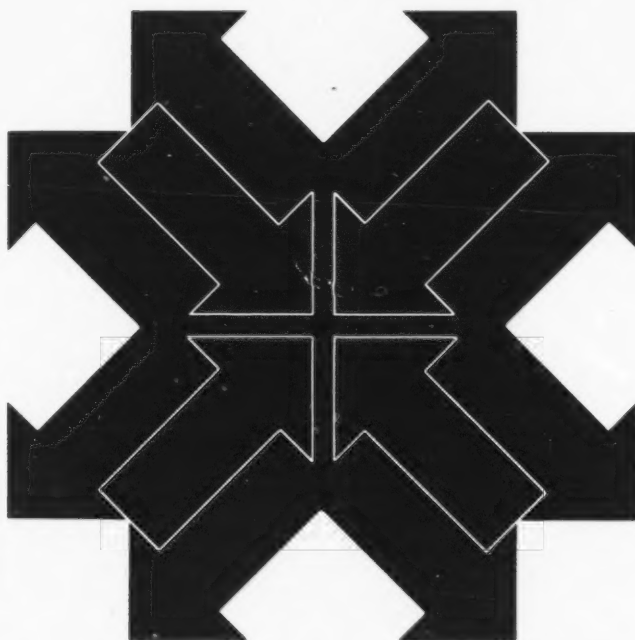
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ABSTRACT

This book provides ideas about developing new learning programs that are based on the actual day-to-day experience of 15 schools. The information was collected during visits to 15 new school programs in Illinois and adjacent States, and by talking with the people who had direct roles in devising these programs. Many of the schools in this study faced the same key issues in the planning and implementation of their plans. The report presents the issues that appeared to be most important to school planning groups. For each major issue there is a discussion of related common concerns, difficulties, and pieces of advice that were recorded on the site visits. Case descriptions of the 15 school programs are provided. (Author/JF)

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Illinois Network for School Development



It Works This Way for Some:

Case Studies of 15 Schools

**The Office of the
Superintendent of
Public Instruction
State of Illinois**

**Michael J. Bakalis
Superintendent**

U.S. DEPARTMENT OF HEALTH,
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It works this way for some:
case studies of fifteen schools

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State of Illinois
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February, 1973

To Dr. Michael J. Bakalis
Superintendent of Public Instruction
State of Illinois

We submit *It works this way for some: case studies of fifteen schools* in partial fulfillment of our contract with your office. While we have had the principal responsibility for this study, we developed it with the cooperation and active participation of the members of your staff who are working on the implementation of the Illinois Network for School Development.

We are enthusiastic about the potential of the Network as an important strategy for realizing the *Action Goals for the '70s*. The success of the program will be determined to a large extent by the work of the local planning groups. We hope that *It works this way for some* will be useful to them as they plan and implement new and meaningful programs for their students. We trust that the book will be useful to other people in the state also concerned with establishing new programs at the school level.

Sincerely,

Richard Johnson
Donald R. Moore
Thomas A. Wilson

Executive Associates
Center for New
Schools

ACKNOWLEDGMENTS

We would like to thank the school officials, teachers, students, parents and involved community people of the fifteen schools described in this book. Their vision, hard work, frustration and successes, provide a rich experience which should be invaluable to others who are planning and carrying out new learning programs. We particularly would like to thank those people at each of the schools who took long hours to talk with us about experiences from which others can learn. While the credit for *It works this way for some* is shared among the people in the fifteen schools, we, of course, take responsibility for any faults in the writing.

Center for New Schools
and
Illinois Network for
School Development
(Office of the
Superintendent of
Public Instruction)

CONTENTS

	Page
PREFACE	iv
INTRODUCTION	vi
PART ONE: ISSUES	
I. GETTING STARTED	1
Issue 1: Leadership	1
Issue 2: The Planning Group	2
Issue 3: Setting Goals and Objectives	3
Issue 4: Using Resources Outside the Planning Group	4
Issue 5: Communicating with the Community	5
II. KEY DECISIONS ABOUT STUDENTS	5
Issue 6: Selecting Students	5
Issue 7: Grouping Students	6
Issue 8: Developing Student Initiative and Responsibility	7
III. KEY DECISIONS ABOUT TEACHERS	7
Issue 9: Selection of Teachers	7
Issue 10: Orientation of Staff	8
Issue 11: In-Service Teacher Education	9
IV. KEY DECISIONS ABOUT THE LEARNING PROGRAM	9

	Page
Issue 12: Who Decides What Students Should Learn?	10
Issue 13: The Teachers Role	10
Issue 14: Selecting and Creating Material	10
Issue 15: Time Scheduling	11
Issue 16: Using Community Resources	11
V. GOVERNANCE	12
Issue 17: Relationship with the School District	12
Issue 18: Decision Making within the School	13
VI. MONEY	14
Issue 19: Finding Money	14
Issue 20: Spending Money	14
VII. EVALUATION	15
Issue 21: Program Evaluation	15
Issue 22: Evaluation of Teacher Performance	15
Issue 23: Evaluation of Student Progress	15
VIII. IMPACT	16
Issue 24: What Makes an Impact Program Effective?	16
PART TWO: SCHOOL DESCRIPTIONS	17
J. L. BUFORD SCHOOL	18

	Page
EISENHOWER ELEMENTARY SCHOOL	20
EXPERIMENTAL PROGRAM: OAK PARK-RIVER FOREST HIGH SCHOOL	21
HOLY FAMILY SCHOOL	23
LAKETOWN SCHOOL	25
LOUISVILLE BROWN SCHOOL	26
METRO: THE CHICAGO PUBLIC HIGH SCHOOL FOR METROPOLITAN STUDIES	28
MODEL SCHOOL	31
NAUVOO-COLUSA JUNIOR AND SENIOR HIGH SCHOOL	33
PROJECT TO INDIVIDUALIZE EDUCATION: QUINCY JUNIOR AND SENIOR HIGH SCHOOL	35
ST. MARY CENTER FOR LEARNING	37
ST. MARY SCHOOL	40
ST. PAUL OPEN SCHOOL	42
ST. TERESA ACADEMY	44
WELSH SCHOOL	46

PREFACE

Public school systems have continually faced two major concerns in their attempts to bring about substantive change. First, specific program or grade level changes are often lost in or hampered by a larger structure that is not responsive to that change. For example, an attempt to create a new program in the English Department may be minimized by the scheduling demands of other programs not contemplating change.

Secondly, successful changes have little effect on students other than those directly involved. Students in school "A" may be involved in a very successful multigraded interdisciplinary program, but there is a low probability that there will be a sharing of those experiences with educators, students, or parents in another elementary school—even within the same school district.

It is the intent of the Illinois Network for School Development to develop a process and structure that will encourage and support comprehensive positive educational change in such a way as to meet these major concerns.

The educational system has access to a vast array of resources—fiscal, human, and material. It would take only a minimal search in nearly any school district to find that less than optimal use is being made of the available resources. Reallocation of space, utilization of program budgeting techniques, and increased participation of business and community members are all means by which resource effectiveness and

efficiency can be maximized.

The continuing development of technology, specialization, communications, and social care is precipitating a new wave of needs that will face our present generation of students as they enter adulthood. The educational system, in addition to its current and historical emphasis on developing language and computational skills, must become more responsive to the future occupational, career, and living needs of today's students. This responsiveness may be reflected in a diversity of curriculum context, individualized teacher/student approaches to learning, flexibility in scheduling, or utilization of nonschool environments for learning.

In a number of local school districts there are some well-researched and planned solutions being applied to educational problems. Yet in most instances, these solutions are neither made known to nor used by any school other than those first implementing them.

A too frequent occurrence in educational systems is that symptoms are treated rather than problems or needs themselves. A high school dropout center is established—which is a desirable and necessary program—yet little attention is given to the school conditions which may in fact contribute to dropping out; or a thorough analysis of student needs may not be undertaken. A school district loses a bond issue or tax referendum and blames it on "bad PR" or voter apathy," yet expends little or no effort in determining why

the citizenry reacts as it does. An elementary school has consistently low scores on its standardized tests and so increases its efforts in teaching for "the test"—rather than analyzing the makeup of the test items to determine why they are being missed and whether or not they are appropriate to the students and the learning program.

There is no one place to lay the blame for these problems, nor is there even any need to lay blame. The urgency here is to seek amelioration of the problems—to find a means through which educational effectiveness, responsiveness, diffusion, and assessment can be enhanced.

Faced with the realities of the problems in Illinois, the Illinois Network for School Development (INSD) is being field-tested to see what experience from traditional, alternative, experimental and/or demonstration schools can be used to build an effective strategy for excellence in public education. The INSD will be an approach to quality education that will build upon the successful experiences of other schools, will learn from past mistakes rather than repeat them, will provide significant impact on students in schools throughout the State, and will redirect funding practices rather than supplement funds. The uniqueness of this approach lies in coordinating state and local leadership resources, fostering a chain reaction among local school districts toward a new level of educational quality, and in a deeper

commitment to educational renewal throughout Illinois.

A major thrust behind the development of the INSD is to create a viable system through which the substantive goals and action objectives of the document, *Action Goals for the Seventies: An Agenda for Illinois Education*, can become realized. This document will be a focal point for the planning process that will be devised by applicant school districts. Certainly it is true that school districts throughout the State are at various stages of attainment of these or similar goals, just as it is true that individual districts will have varying priorities of needs. In realization of this, the INSD will not attempt to designate any specific program to be followed by all future Affiliates.

There are, however, several areas of significance to which each applying district must relate according to its own status and needs.

Career Education: Too many Illinois students are exiting from our public schools without an immediate capability to function effectively and productively in their own society. Career Education is the term denoting the total effort by educational agencies and communities in presenting organized career-oriented activities and experiences to all persons from nursery school through adulthood, and orients the entire educational plan into one, unified, career-based system.

Individualization: It has long been recognized that education as a whole has had a tendency to "mass produce" rather than attune itself to the cognitive, affective, and psychomotor needs and capabilities of the individual student.

Evaluation: Evaluation must be continuously present in any educational system and must be compatible with the objectives of the system. Evaluation must serve to lead as well as to follow up program activities.

Equal Educational Opportunity: There are many groups of students that are not receiving the full benefit of a public education—groups that may be identified through ethnicity, giftedness, deprivation, handicaps, and other descriptors.

Individual Affiliates will, of course, see other areas of significance that will need to be attended to in order to implement successful change in any of the above program areas. This may include budgeting redirection or reallocation, developing varying staffing configurations and pupil placement patterns, modifying scheduling, and identifying new learning resources.

INSD relationship to educational problems
Not all of the problems of the public education system rest in or are created by schools themselves. The problems, in fact, are interrelated with the whole of the political—cultural—socio-economic system. To ask

individual schools and school-people alone to solve the problems is to not really address the problems themselves.

The INSD in its formulation and operation will draw together, on a regular and frequent basis, the variety of persons and resources that will be able to deal with the complexity of the problems at hand. Within the Network Affiliates, there will be a significant reduction in the problems of unresponsiveness, ineffectiveness, diffusion, and assessment.

In each of the problem areas offered—use of resources, responsiveness to needs, diffusion of solutions, and needs assessment and problem identification—there are specific, identifiable indicators that demonstrate the existence and scope of the problem. In response to these indicators, the Illinois Network for School Development has determined programmatic, administrative, and organizational goals—goals that, when met, will ameliorate the problems themselves.

The projection for development and expansion of the Illinois Network for School Development shows that within ten to twelve years 45 individual school districts would become Affiliates. The pupil population reached through their target schools and impact program would be well over 135,000. Through the development of local Affiliate Planning Councils, a large number of the Illinois citizenry would have

direct involvement in the decision-making process for their own schools. And, through the Network Advisory Council, plans and programs would be shared and disseminated on a statewide basis.

Education in Illinois, given its continued positive growth, then continues to face four major problems:

- The effective and efficient use of resources
- Lack of responsiveness to needs
- The diffusion of solutions
- Lack of needs assessment and problem identification

All indicators of these problems show that a new approach is needed—an approach that is systemic both in its organization and program.

We sincerely hope this document, a compilation of others' experiences as they addressed the same issues and problems, will make easier the tasks of those who now begin to plan.

The children of Illinois are waiting.

INTRODUCTION

It works this way for some is a resource for people who are actively engaged in starting new educational programs in their schools, including parents, students, teachers, school officials, and community leaders. The book focuses on some of the particular problems facing school planning groups in the Illinois Network for School Development (INSND). However, other people concerned with starting new programs within elementary and secondary systems will find much useful information included here.

It works this way for some describes how people have gone about starting new programs and what issues they have encountered in the process. While plans, descriptions, and evaluations of many school programs are currently available, very little of this information analyzes the nuts and bolts of building a new program. It is this development process that is of most concern to planning groups. This book provides ideas about developing new learning programs that are based on the actual day-to-day experience of the fifteen schools.

The information was collected by visiting fifteen new school programs in Illinois and adjacent states, and by talking with the people who had a direct role in devising these programs. In the course of visits and discussions, three overall topics were explored:

1. What did you do to plan and to set up your program?
2. What problems and what successes did you have?
3. What insights and advice do you have that would be useful to groups who are planning new programs?

The initial plan for this book was simply to present fifteen case study descriptions. As work progressed, it became apparent there was a set of key issues that many schools had faced in planning and in implementing their plans. We decided to raise these issues before presenting the case studies to give the reader a framework for studying the school descriptions and to aid the reader's own planning efforts. Thus, Part One presents the issues that appeared most important to school planning groups. For each major issue there is discussion of the common concerns, difficulties, and pieces of advice that were recorded on our visits. Part Two presents the case descriptions of the schools.

Each of the fifteen schools worked in a unique situation. New planners also have their own specific situations they must consider. Thus, prescriptions from the experience of other planning groups about what you should do could be misleading. This book is not a "how to do it" or recipe book for starting new programs. However, despite local differences, new programs face many of the same issues. Information about what people have done, what difficulties they have encountered, and

what advice they would give should be of real help to others planning new learning programs.

It works this way for some is designed to be read all the way through. It is organized so that information about a specific issue can be examined when a planning group confronts that issue. The information presented should help you put a given issue in the perspective of other peoples' experience.

In working toward resolution of a given problem, planning groups should consider other resources as well. Complementing *It works this way for some* is the resource catalogue, *Planning for a Change*, which lists and describes some of the publications, films, and other resources that people who planned new programs said were particularly beneficial to them. Of course, there are many other sources of information that may be helpful, including visits to schools, discussions with people who have planned educational programs, and consultants with specialized skills.

It works this way for some is intended as a conduit of past experience to stimulate, question, and support your planning efforts.

Part One presents several key issues that each of the fifteen schools encountered in planning and carrying out a new learning program. In a brief discussion of each issue, we point out typical experiences other planning groups have had and the lessons they have drawn from their experiences. We hope to alert you to some key ideas you may

want to consider in more detail in light of your particular situation.

This discussion of issues also serves to introduce Part Two, where isolated issues are put back into the perspective of real schools.

I. GETTING STARTED

Like your own schools, each of the fifteen schools got started within a unique situation. Therefore, none of the fifteen can be presented as a model for others to follow. However, there are certain issues involved in getting a new learning program started which recur in the fifteen schools and which may be useful for you to consider. Brief histories of how each school got started are included in the school descriptions in Part Two.

ISSUE I: Leadership

Strong leadership was crucial in the establishment of every school. Initiators of the idea for a new school program included superintendents, principals, teachers, students, community leaders, and parents. Some initiators had run schools for many years, while others had little previous experience in education. Leadership style varied considerably from those who singlehandedly pushed their ideas through to completion to those who created a planning process which divided responsibility and stimulated the active participation of many people. Given this diversity of

successful leadership style, it is difficult to generalize accurately about what aspects of leadership you as a planner should consider. We will chance three observations.

1. If the school or program relies on the dynamism of one person, it will be greatly weakened when that person leaves. An essential outcome of the process of establishing a new program is the translation of the idea into an actual human organization which does not rely on one individual. Still, in many instances, a personal dynamic style of leadership has been effective, and was perhaps the only style that could have started the school. If your key leader has this style, you and the leader might give special attention to the question of building an ongoing organization that will not depend so much on the leader for continuation.
2. Sometimes the director who implemented the program was selected at the beginning of the planning process and sometimes during the process. Both of these approaches worked better than selecting the director after the planning process was complete. Direct involvement of the director in planning greatly increased the likelihood that the program would be carried out consistent with the planning.

ITEM: A principal was handed a set of plans by a planning group and told that his job was to

implement them. His role in the new school was confusing to him and to others because he had not been involved in the planning stage and neither his understanding of the plans nor his authority in relationship to the planning group was clear.

3. Regardless of the characteristics of the school's director, the full support of the district's school officials greatly eased the planning and implementation process. In the eyes of the people directly involved with the programs, the most helpful district leadership allowed the planning group considerable autonomy to develop their own direction, and then helped the school deal with changes in school system procedures necessary to carry out the program. Supportive district school officials attempted to see the school from the perspective of those who worked in it directly.

ISSUE 2: The Planning Group

Planning groups were established as part of the planning process at almost all of the fifteen schools. The groups varied greatly in how they were started, who the members were, and what role they played in the planning process. Some groups were intended to legitimize plans developed by a few members of the group or even by people outside the group. These groups met

infrequently and reviewed and usually approved plans already developed. In other situations leaders attempted, with various degrees of success, to actively involve a wide group of people in making key program decisions. These groups met frequently, and the meetings focused on the active development of various program possibilities.

Most of the schools, in retrospect, feel that wide involvement in planning is a more advantageous approach. The schools that in fact used this approach recognize the frustrations and difficulties involved in carrying it out. Their reasons for favoring this approach are that meaningful involvement develops strong support for the program, and that the resources of diverse experience, ideas, and energy available for the task greatly benefit the planning process. You might consider the following three areas when thinking about the planning group:

- The segments of the community to be represented.
- The amount of power the planning group has to make key decisions.
- Ways to help the planning group work effectively together.

1. Who should be represented? The four groups of people usually included in planning groups are teachers, parents, administrators, and students. Teachers in the new program were included because most of the schools developed new roles for teachers, which gave them a great deal of responsibility in shaping the curriculum. Teachers were viewed

as key to the implementation, and, thus, their understanding of the new program as it was shaped during the planning process was crucial. A negative example follows.

ITEM: A new team-teaching approach was designed by a planning group with no significant input from the teachers. When the teachers were asked to implement it the next fall, they were less than willing. Their lack of understanding of how the program would benefit them, and their feeling that they were being treated as subordinates and not as professionals resulted in only minimal cooperation. As a result, any real team work between the teachers was slow in developing.

Parents were included because of the range of perspectives they brought to the planning process and because of the importance of parental and community support for new programs.

ITEM: A planning group neither included nor informed parents about a new program to be introduced in their school the next September. Parents were shocked when plans were announced and attempted to prevent the

opening of the program through legal action. When a substantial effort was then made to involve them, their resistance faded and many eventually became program supporters.

Administrators were included because their day-to-day support of the programs was considered crucial. If administrators were simply informed of the group's work, they had less understanding of the issues the group was struggling with and less stake in seeing the program succeed. When administrators were excluded from the planning group, the group found it had to divert considerable energy to negotiating the establishment of the school with the district's administrators.

Students were included because some groups felt the best way to insure that the planning group consistently focus on the central issue of improving the quality of education for students was to have them present. Students were included more often in the planning of high schools.

2. The planning group's power to make key decisions. In some schools, the planning group had the power to make decisions about the establishment of the school. These decisions often included selection of the director, of staff, and of the nature of the educational program. In other

situations, the planning group prepared recommendations for others, sometimes the district's superintendent, who then made the final decisions.

It appears that the more decision-making authority given the group, the more effective was the planning process. But whatever the scope of the planning group's power, it appears important that the extent of this power be clear to everyone involved as early as possible.

3. Suggestions for helping the planning group work together effectively. People who have participated in planning with a group which includes parents, teachers, administrators and students make the following suggestions:
 - a. Provide for strong coordination of the group's work, either through one person or a small committee within the group.
 - b. Develop as much clarity as possible at the outset as to the group's decision-making powers, its relationship to other involved agencies, the purpose of the planning, the role of people within the group, and procedures for reaching decisions. Clarity does not imply rigidity.
 - c. Seek people for the group who are respected within their constituency and who have a commitment to the group's task

of planning the new program, as opposed to being "drafted" for the task of planning.

- d. Develop ways that members of the group can keep their constituency informed of developments; and, wherever possible, involve other people in the group's work.
- e. Recognize the different perspectives and experiences that individuals have as strengths for the planning process. One way to put this suggestion into action is to have people take leadership in developing the plans which they perceive will have most direct effect on them. All plans, however, should be subject to final refinement by the complete group.

ISSUE 3: Setting Goals and Objectives

Virtually, all of the people who were involved in the planning felt that the process of setting goals and objectives was a crucial step. It gave clarity and direction to the planning and helped establish a conceptual base for explaining the school to others.

People felt that goals should be as free as possible from educational jargon, and should focus on action, rather than philosophy. Goals stated in terms of what people were expected to do were more useful than those which dealt with ideals or motives. Some

groups found it useful to distinguish between kinds of goals. One such distinction is between process goals and outcome goals. Process goals deal with the climate of the school, the way people are treated, the way learning experiences are carried out. Outcome goals deal with the capacities persons would be expected to have acquired because they had been in the program.

Two dangers were raised about goal setting. First, a plan for periodic review of goals should be an integral part of program operation. Experience inevitably suggests new goals or revision of goals that should be formally accepted or rejected. Second, goals and objectives always look good on paper; every school has an impressive list. The hard part is putting them into action.

Some groups carried out formal needs assessment procedures with students and with the community prior to setting goals. Those who took this first step felt it was worth the effort not only because of the ideas they received, but also because it increased involvement in the planning process.

ISSUE 4: Using Resources Outside the Planning Group

All of the planning groups turned to resources outside the group for help in the planning process. Most brought in consultants. Other ways of getting help included locating resources in the local community, obtaining written materials and films related to the planning group's concerns, and visiting other schools.

Based on their experience, planners had some advice about using consultants. "Before asking a consultant to come in and work, think carefully about what you expect the person to do." They thought it frequently useful to spend planning time with the consultant before his work with the group, discussing your needs and how he can and cannot meet those needs. Consultants were found to be most effective when used to help with a specific problem: for example, developing decision-making skills in the planning group, developing patterns of cooperation among a staff, providing expertise on setting up a particular curriculum such as individualized reading, helping draft a proposal, working on a budget, providing advice on management problems, or designing an evaluation plan.

One-shot appearances are usually not as effective as longer term relationships. A consultant coming in for one day will not have much familiarity with your situation, and will have to present ideas from other situations rather than apply past experiences to your particular situation.

Consider asking other people for consulting help besides the usual professional consultant. One excellent source of people is the planners and staff of an already existing program who are carrying out ideas in which you are interested. Consultants who work from a base of real experience are probably more useful than those who work primarily from theory.

Using resources in the local community

proved valuable for some planning groups. Local resources are less expensive and involve more people. Planning groups were able, for example, to find a local businessman to work on budget and management problems, an advertiser to work on public information, and a graphic artist to design an effective brochure about the school plan. Some schools were also successful in directly involving local people in the educational program of the school. Mothers with children in school, college students, older people—all have proven successful if their efforts were well coordinated.

Several planning groups found that visits to new school programs in actual operation were a productive means of getting new ideas and learning about the problems facing a new program. The fifteen schools described in Part Two all indicated they are willing to arrange visits from planning groups subject to limits on their time. Information about whom to contact and about each school's visitation policy is presented with the description of each school in Part Two.

Problems encountered by planners making site visits included the usually very busy schedule of people actually running a new program. People in new programs often feel visitors are nice, but that the school doesn't receive back what it gives in terms of staff time and interruptions that visitors cause. Some groups found they could effectively indicate their appreciation for the help given by the visited school by paying them a small honorarium (\$25-\$75).

1. One planner who had participated in school visits suggested that visitors should be sure to talk with students regardless of age about what they do. (With, of course, the approval of the host school.)
2. Visitors should be sensitive not to interfere with the daily operations of the school.
3. Another problem for the visiting team to consider is how to share their experiences with people who did not go. When a trip was carefully thought about beforehand by the entire group, and then reported on in detail, this problem was diminished.
4. The problem of receiving visitors is one that a planning group should also consider. Most schools found they had to develop clear policies about visitors to maximize the usefulness of the visit and to minimize the interruption in the school's operation.

Further resources available to you as an INSD Affiliate include the INSD staff in OSPI. Through them the whole range of expertise present in the OSPI staff is available to you. The resource catalogue, *Planning for a Change*, presents films and written material that other planners have found particularly useful. Finally, remember the other planning groups in the Network are wrestling with the same problems as you are, and sharing information with them will be of mutual benefit.

ISSUE 5: Communicating with the Community

Since all the schools found that community participation in and support of the new program was essential, a good deal of thought and effort has been given to the issue of how to communicate with the community. As described, early direct two-way participation in the planning process and then in the operation of the school greatly enhances community support. Most schools found, however, that they also needed a process for regular sharing of information about the school with parents and the community-at-large. The schools that were most effective in informing their community of their work had a person working half to full time on just this task. Often this person's job was combined with the tasks of recruiting and coordinating community resources, and working with visitors to the school. Some of the specific ways planning groups and operational programs communicated with the community included:

1. Visits to each of the families of students in the school.
2. Carefully arranged small group visits of parents to the school. Great effort was made to insure that every family in the school had visited the new program or was visited at home, if a school visit was not possible.
3. Seminars and workshops for parents.
4. Use of the media: newspapers, radio, and television stories on the school.

5. Frequent public meetings to explain the program.
6. Written descriptions of the plans and of the school's program.
7. Slide tapes, video tapes, and movies of the program available for free showing anywhere in the community.
8. A speakers' program available to community groups.

II. KEY DECISIONS ABOUT STUDENTS

The planning groups in the fifteen schools made several key decisions about students that shaped later events in their programs decisively.

ISSUE 6: Selecting Students

Selecting students may not be an issue in schools that serve a set geographic area or already have a student body. Six of the fifteen schools had to devise ways to select students. Different schools used two main criteria for selection: (1) students who volunteered and (2) students selected to match characteristics of the school district's total population on such background characteristics as race, sex, ethnic group, family income level, and previous success in school.

Those who accepted volunteers cite some major advantages. Students who choose to attend a program are more likely to work within it. Further, parents' support is generally stronger if students enter a program voluntarily with parental permission.

Those schools that selected representative student bodies did so either because they saw a diverse student body as an important learning resource for their program or because they wanted to test new ideas with a representative cross section of students, not just a special group.

In practice, accepting volunteers and selecting a representative student body were often combined in a lottery selection procedure. In this method the program was explained to all eligible students, and they were given a chance to volunteer. Students were then selected by chance within categories that reflected the school district's population. Schools felt that random selection has several advantages. It frees administrators or planning groups from going through applications and applying admissions criteria. It also does not discourage present and future applicants, since the only reason a student is not admitted is bad luck.

If you use a volunteer approach, an important problem to consider is whether information about the program really reaches all eligible students. In some cases, administrators and guidance counselors only gave the information to some of the eligible students. In other cases, students who distrusted the school

system received the information but did not really see the new program as a real possibility for them.

ISSUE 7: Grouping Students

All of the schools have attempted to move away from the rigid separation of students by age and tested ability. Some combine students from several age levels into a unit taught by a team of teachers and aides. Within this unit, students are constantly regrouped to learn particular skills or pursue particular interests. Others assign a diverse group of students to one teacher who allows children to work in different learning centers based on their individual needs and interests. Others have created tutoring programs in which students teach each other. Still others have brought together diverse groups of students to discuss personal feelings and problems rather than to study traditional school subjects.

1. Dealing with Diversity: Placing students in diverse groups was valued by all of the schools. The experience of the fifteen schools suggests that creating diverse groups that are effective depends upon many other characteristics of the learning program—the nature of learning materials available, the ability of teachers to keep track of student needs and interests, the ability of a team of teachers to work together, the ability of teachers to oversee a variety of individual and

small group projects going on at the same time. Those schools that were struggling with the problems of working with diverse groups felt strongly that their efforts were worthwhile. Part Two describes many of the specific approaches that individual schools have used to realize the potential of diverse student groups while dealing with the new demands they create.

2. New Purposes for Grouping. While most of the schools are working toward a more individualized program, none is attempting to create a program in which students only worked alone on individual tasks and projects. They have rejected the practice of grouping students merely for administrative convenience, but are seeking new ways in which students can learn together in groups. For example, they are attempting to help students learn to work cooperatively together on a task to see how people with perspectives different from their own view a problem, and to learn to make decisions cooperatively. Thus, group projects and student tutoring are common within the learning program. In addition, most schools have created a special kind of group in which students discuss personal interests and concerns, participate in group projects and trips intended to build strong group identity, and get advice to help them make decisions about what they should study.

If you are interested in creating this type of counseling or advisory group, the problem of teacher preparation for working with such a group seems crucial. Several schools originally thought that because a person was committed to being open and human with students, he or she could perform well as the leader of a counseling or advisory group. They found people needed training in specific skills of group leadership, time to prepare carefully for group meetings and continuing support from people skilled in working with groups.

3. **Placing Students in a Group.** Very few of the fifteen schools used traditional ability or achievement test measures as the basis for grouping students. Some schools constantly give students specific skill tests and regroup them to learn specific skills which they have not yet mastered (for example, adding fractions with unlike denominators in math). Others rely more on teacher observations, personal counseling, student and parent choices, or random selection as a basis for grouping. Many schools which started out using one primary method for grouping students are now using a variety of methods, based on what seems most appropriate to a given learning activity.

ISSUE 8: Developing Student Initiative and Responsibility

A common concern of many schools has been to increase student initiative and responsibility by allowing students to make important decisions about the nature of their own learning program and, in the case of high schools, about school policy.

Several schools were overly optimistic in thinking that responsibility would naturally grow when students were allowed more freedom. In some elementary schools, students were turned loose in a classroom with many materials available and allowed to work with whatever interested them with little guidance from the teacher. In some high schools, students were greeted with a statement something like this: "This is your school. You are responsible for your own learning. You tell the teachers what you want to learn, and they will help find out how you can learn it." No school was satisfied with this approach or continues to operate in this way. Instead, each school offers specific suggestions about how a learning program might be organized to help develop students' capacities for initiative and responsibility for their own learning:

1. Define a clear process by which students can assume increasing responsibility for their own learning. The school descriptions in Part Two contain some examples of the approaches that have been developed.

2. This structure should be carefully explained to students at the outset so they fully understand the freedoms, limits, and expectations involved.
3. Any specific plan you develop will have to be modified repeatedly in light of your own experience and situation. When difficulties are encountered, the school staff should not conclude that students are unable to take responsibility, but rather that a new approach should be tried that is built on past experience.

III. KEY DECISIONS ABOUT TEACHERS

All of the fifteen schools agreed that a most important influence in shaping their programs was the beliefs, commitment, and skill of their teachers. Planning groups made or influenced many key decisions on the teaching issues discussed here.

ISSUE 9: Selection of Teachers

Teachers in the fifteen schools generally were either selected by the program director or screened by a representative committee which conducted interviews and made recommendations to the director. Current staff, parents, and students were included on the committee. In some schools a sub-

committee of the planning group selected the teachers for the first year. In a number of situations, such procedures were contrary to school system policy, in which the central administration made most teacher assignments. People in the fifteen schools emphasized the importance of having those directly associated with the program choose the teachers. Whether selections were made by the director or by a committee the following points about teacher selection were emphasized:

1. **Clarity of Expectations:** Since new learning programs require teachers to assume new roles and take on additional responsibilities applicants should have a clear understanding of the school's goals and what is expected of teachers. The role of teachers in such areas as planning new learning experiences, making decisions, working cooperatively with other teachers, and working with students in new ways should be spelled out carefully during the selection process.
2. **Selecting "Innovative" Staff Members:** In choosing a staff, many of the schools were looking especially for teachers who were eager to try new approaches, and who were dissatisfied with conventional education. Based on their experience, the fifteen schools give the following advice to new schools trying to assemble a staff.

- a. In looking back, some people felt they had a narrow stereotype of the type of staff members they were looking for. They felt they had been overly impressed by people who were young, had graduated from well-known universities, and had traveled extensively. They found that in actual practice their most effective teachers came from a much wider variety of backgrounds.
- b. Dissatisfaction with conventional education is not enough to make a teacher effective in a new learning program. Effective staff members also could describe, at the time they were interviewed, a number of specific alternative ways of teaching that they were eager to try out. Many had already found ways to try out these new approaches even though they had been teaching in conventional schools.
- c. Unique talents are important to a program, but equally important are teachers' abilities to work cooperatively with other teachers and to take responsibility for the operation of the school as a whole. The best teachers combined individual talents with these abilities to work cooperatively.
3. **Racial and Ethnic Composition of Staff:** Most schools had a commitment to

identifying a staff whose racial composition reflected the composition of their student body. In addition, several schools serving significant numbers of students from low-income families or strong ethnic neighborhoods felt it was important to select teachers who had come from similar backgrounds.

Schools found that many people from white middle-class backgrounds applied for staff positions but that they had to persistently recruit teachers from other backgrounds until the staff in fact reflected the desired representation.

ISSUE 10: Orientation of Staff

The first few days and weeks of a new program are often the most hectic and frustrating for both the staff and students. But this period is critical in shaping the direction of the program and establishing the attitudes of both students and staff.

Several of the programs, usually because of late funding, had to open with little or no orientation or teacher planning period before the school started. These schools feel that lack of staff orientation handicapped their program.

The three objectives of one school's orientation program are representative of those schools that carried out staff orientation:

1. To become familiar with the program. School goals, history, constraints and possibilities were explained.
2. To become more effective at interpersonal communication and group decision-making skills. Teachers worked with a consultant in developing these skills.
3. To make specific plans for the school's curriculum. Teachers worked in groups and individually to develop the specifics of what they would teach and what the overall curriculum structure would be.

At the close of the orientation sessions, most of the staff felt the third objective had been more adequately achieved than the first two. They concluded that the first two are long-range objectives and that the orientation provided them with a beginning which needed to be built upon during the year. The staff felt that student participation in the workshop was helpful.

Similarly, other schools which held orientations felt somewhat frustrated that they had not achieved all of their objectives for orientation, but felt the orientation was crucial in allowing staff to develop an initial trust level and the beginnings of a common plan for carrying out the school's program.

ISSUE 11: *In-Service Teacher Education*

ITEM: Teachers in an elementary program wanted to find specific ways to share decisions in the classroom with students. Their initial attempts resulted in chaos. They identified a psychologist who had extensive practical experience in helping teachers accomplish this goal. On a weekly basis, he observed in the classroom, and met with the teachers to talk about specific problems they faced and to devise plans for further classroom activity. He continued this process for three years.

This example illustrates many of the characteristics that teachers in the fifteen schools regarded as useful. First the in-service program was in response to a problem they had identified as one with which they needed help. Second, the consultant had both a theoretical and practical understanding of the issues involved in the problem. Third, he combined direct work in the classroom with in-service meetings. The in-service meetings focused on a particular issue yet closely related to the day-to-day realities of working in the program. Fourth, his involvement was both regular and on a long-term basis.

The experience of the other schools suggests that in-service experiences which combine as many of these characteristics as possible are an important asset in the development of a new program, and that resources of time and money should be set aside to create an in-service program of this type.

As in the example above, several schools found that the clear distinctions between in-service education and the day-to-day activities of the teacher diminished. In an environment where people were constantly striving to carry out new ideas, committee meetings to plan curriculum, teams meetings to plan the next day's activities or to discuss the progress of a child, governing council meetings to set school policy, and meetings designed to improve teacher skills or to explore a new idea with an outside consultant all become part of "in-service education" program for teachers.

IV. KEY DECISIONS ABOUT THE LEARNING PROGRAM

Attempts to change schools have often focused primarily on the non-human aspects of education: scheduling, formal curriculum plans, materials, physical plant, etc. But changes in things don't automatically bring about changes in people—attempts to change schools often exist mostly on paper rather than in the day-to-day activities of teaching and learning. One of the primary reasons that many of the fifteen schools are fundamentally

different from other attempts at change is that they have altered the human aspects of education: how students and teachers related to each other in the average classroom on the average day, how teachers and students relate outside class, how decisions are made in the school, how teachers cooperate and share ideas, what part students play in shaping their own education. Curriculum, in the sense of what is planned for students to learn, must be considered, but it cannot be considered in isolation from broader issues of "human reorganization" within the school. Below we discuss some important decisions about the learning program that planners must make in light of the need for broad human reorganization of the school.

ISSUE 12: Who Decides What Students Should Learn?

In most American schools, key decisions that shape the learning program are made by people who do not teach day-to-day. Curriculum guides, materials, daily time schedules, and methods of evaluating student progress are passed down from above. Many of the fifteen schools have now placed these decisions in the hands of teachers and sometimes students. They feel that those most directly affected by the learning program are in the best position to decide how it should be carried out and that teachers and students will take the most initiative and responsibility in creating an effective program when they are acting on their own ideas rather than someone else's.

Many of the schools encourage students to take an active role in making decisions about what they are going to learn. Some approaches worked out by schools with this commitment include: the opportunity to choose between a wide range of courses to meet both basic and elective requirements; individual and group learning projects in areas of student interest; contracts with teachers in which students specify their goals for learning and the activities they will complete to meet them; and courses designed and taught by students.

Schools see several important advantages in student involvement. The student's knowledge of self becomes an important ingredient in designing his or her program. Student motivation to work on a learning task is often greater when he has shaped the task himself. Students learn from the process of making decisions and facing their consequences.

The major problem with involving students in decision making has been described earlier: giving students too much responsibility before they had developed the necessary skills to use it effectively.

ISSUE 13: The Teacher's Role

All of the schools emphasized new responsibilities for teachers in developing a different approach to learning. In various schools teachers were expected to concentrate on the individual development of each student rather than on the progress of the group; to guide students in self-directed learning

activities; to help students deal with personal problems; to work cooperatively as a member of a teaching team; to develop long-term plans for the learning program; to make policy decisions about the school's organization; and to identify and monitor learning experiences beyond school walls.

Teachers found that assuming these new roles was an exciting but often exhausting experience. Many spend a good deal more time at school than others in their school district and emphasize that teachers are willing to commit the extra time which is absolutely necessary to make a new program work. In addition, teachers face constant conflicts about the best way to use their time: should they be checking on absent students, meeting with students on their projects, attending meetings on student evaluation, or planning for tomorrow's math program with their team members?

ISSUE 14: Selecting And Creating Materials

In all fifteen schools teachers have much greater latitude in selecting materials than in a traditional school setting. Some schools provide each teacher or teaching team with a materials budget they can spend in any way they choose. Many deemphasize textbooks and obtain a rich variety of books, filmstrips, skill kits, and manipulative materials chosen by the teachers and sometimes the

students. Some schools have a central resource center that makes such materials readily accessible to teachers and students.

In several schools materials are made by teachers and by students. For example, one school's reading and writing program is based largely on having children write stories and booklets that are then used as reading texts by other students. Such homemade material is cheaper and often more relevant to the students who use it. Furthermore, students and teachers often learn a great deal from the process of creating the materials. However, some feel that an exclusive emphasis on homemade materials can be too time-consuming, and that, in some cases, time is better spent searching for appropriate materials that are already available. Whether materials are homemade or purchased commercially, emphasis is on increasing the variety of materials available and actively choosing materials appropriate for a given child or group of children, rather than passively accepting standard materials that are selected by someone else.

ISSUE 15: Time Scheduling

New educational concepts create difficult problems concerning the length of class periods, the length of the semester, the best times to offer certain learning experiences, the nature of a teacher's daily schedule, and other issues of time scheduling.

Most schools found it necessary to experiment with different time arrangements before finding one that worked well for them. To achieve scheduling flexibility, some adopted a modular schedule in which the day is divided into (for example) twenty-minute time periods that can be arranged in one, two or more units for different types of classes. Several schools create a new modular schedule for a student each week. Others have created a weekly schedule in which class periods of different lengths occur on different days. Still others have done away with schedules altogether, merely specifying that a student had to complete a certain work contract in a given time or that students had to do a certain amount of math, reading and writing at some time during the day. Flexibility is also obtained by shortening semesters. Many effective means for solving technical problems of scheduling have already been developed. Rather than trying to reinvent the wheel, planning groups should consult books on this subject and, better still, schools that have dealt with scheduling problems similar to theirs.

If teachers are expected to assume new responsibilities, the experience of the fifteen schools insists that time be allotted in their formal schedule for carrying out these responsibilities. For example, teachers developing different approaches to learning need more planning time. Some of the mechanisms schools have used to provide this time have included early dismissal one day a week, scheduled use

of substitutes, use of volunteers or aides to replace teachers, and independent study periods or large group presentations that require fewer teachers to be working directly with students.

ISSUE 16: Using Community Resources

Most schools attempt to make some additional use of community resources, either by bringing them into the school building or by creating learning experiences based in the community. Learning experiences in the community were set up with museums, businesses, hospitals, nursing homes, schools for the deaf, zoos, shops, commercial laboratories, city halls, courtrooms, prisons, and community organizations. Adults with special talents and skills, such as chemists, artists, lawyers, draftsmen, community organizers, auto mechanics, and medical students, worked directly with students either in the school or at their place of work.

In addition to taking major responsibility for learning experiences, volunteers from the community have provided many other types of help to the fifteen schools. They have tutored students, helped teachers in the classroom, made curriculum materials, graded papers, helped with or taken responsibility for public relations, raised funds, written proposals, built furniture, made repairs, and designed new plans for using space.

You might consider the following principles about the use of community resources which are suggested by the experiences of the fifteen schools:

1. If you are going to use outside resources, consider their services as contributing to the basic program, not as an added frill.
2. Provide careful coordination of resources. The programs which used outside resources most effectively have assigned a full-time coordinator for outside resources. The many hours of donated time and the high quality of the learning experiences provided justified the expenses for this person.
3. Volunteers' jobs should be taken seriously by both the school and the volunteer. Volunteers should understand their commitment clearly and be expected to follow through on it.
4. Outside people should be kept informed of schoolwide issues, and assisted to understand how their work relates to other aspects of the school program.
5. Periodic feedback from volunteers on their work and on their observations of the school as a whole should be systematically collected.

An additional advantage the schools have found in making extensive use of volunteers is the increased community understanding and support for the school program that results.

V. GOVERNANCE

Two key governance issues faced the fifteen schools. One was the extent to which a school could make its own decisions about its operation. The second was how to best develop effective internal decision-making procedures.

ISSUE 17: Relationship with the School District

For public schools, the local school district's policies toward the school determined the boundaries for the new school's decision making. Some of the local districts required the new school program to follow the same policies and procedures as any other school in the district. Other local districts worked with the new programs to develop special guidelines, allowing the school more autonomy in decision making, but still consistent with the legal responsibilities of the district. In both arrangements, several principles emerged which should be considered by new school planning groups:

1. Develop a procedure to explain the program's purposes and activities as clearly as possible to district officials at all levels. Widespread district support and understanding has greatly assisted those schools that have achieved it.
2. Develop as much decision-making responsibility at the school level as possible. This responsibility should include the design of the educational program, the selection of staff, the methods for reporting student progress, discipline procedures, school calendar, and discretion in spending money within the limits of the school's budget. New learning programs require flexibility in these areas to insure that decisions are directly responsive to the needs of an unconventional program.
3. Clarify as much as possible the limits of decision-making authority that do exist. Frequently, an atmosphere of mistrust occurred between school and district when limits were not clear. These issues should be negotiated by the planners and district officials early in the planning process. The agreed-upon conditions should be carefully communicated to district and school personnel at all levels.

ISSUE 18: Decision Making within the School

The school descriptions in Part Two provide examples of many structures for internal decision making. In some of the schools the principal maintains formal control, but usually involves other students and teachers in an advisory role. In other cases, the schools have developed a system of governance that places decision-making responsibility with a group or series of groups within the school such as a School Council including teachers, students, and parents or teams of teachers. Regardless of which group or individual has formal decision-making authority, most of the fifteen schools have sought to widen the participation of staff and students in shaping decisions about school policy. (Student participation has been emphasized mostly in the high schools.) Many of the schools believe that staff and students should have a right to shape decisions that affect them and that individuals will take more responsibility in following through on decisions when they have a direct role in formulating them. Many of the schools believe that a basic goal of their work with students is to help them become active, independent, and responsible adults. Direct student participation in decision making is viewed as the most effective means for achieving this goal.

All of the schools experienced significant difficulties in increasing cooperative participants in school decision making.

Most schools have tried several approaches and are still modifying their forms and procedures for governance. Many of the difficulties seem to stem from the fact that neither teachers nor students have had previous experience in cooperative decision making. Another key difficulty has been to develop effective procedures for following through on decisions once they are made.

The following points about internal governance are suggested from the experience of the fifteen schools:

1. Several of the schools started with all-school or all-staff meetings as the formal decision-making body for the school. These meetings proved ineffective as an arena for clarifying issues and making decisions. In some of the schools such large meetings are still held but have become a forum for raising problems, airing complaints, and communicating information, with decision making being carried out by a smaller group.
2. Creating a small, but representative decision-making group, appears to resolve many of the shortcomings of the large group meeting. However, such groups have still experienced formidable problems in making clear decisions and carrying them out.
3. A further problem with a smaller group making decisions is that, while it may include representatives of teachers,

parents, and students, it can become cut off from the people it supposedly represents. To deal with this problem, schools have sought to involve many additional people on ad hoc and permanent committees, dealing with such subjects as curriculum, teacher selection, planning the school's anniversary celebration, evaluation, use of the student lounge, and student conduct.

4. In one effective process for reaching decisions, the formal governing group for the school defines an issue that has been brought to their attention. Then, an appropriate committee gathers information about that issue, prepares a series of alternatives, and recommends the policy they favor. Based on this report the governing group makes the final decision, often accepting the committee's recommendation.
5. The relationship of the principal and other administrators to the decision-making process should be clear.
6. Once a decision is made, clear responsibility for carrying it out should be fixed, and the responsibilities it entails for all staff and students should be communicated clearly to them. When decisions are made but not carried out, it undercuts the school's entire decision-making process.

VI. MONEY

The fifteen schools have experienced problems both in obtaining basic or supplementary funding and in obtaining sufficient flexibility in spending funds allocated to them.

ISSUE 19: *Finding Money*

There are no magic formulas for getting money that emerge from the experiences of the fifteen schools. Schools experienced most success in obtaining extra resources locally. Some of the schools were able to secure small grants from local foundations and businesses for specific parts of their program (e.g., a summer workshop, coordination of a volunteer program for senior citizens). Large national foundations are not good sources for funding individual school programs.

One obstacle to securing grants from foundations and businesses is legal prohibitions against their giving money to tax-supported institutions. It might be necessary to set up a foundation independent of the school board to receive such funds. This is not a difficult process and need not threaten the fiscal autonomy of the school district. Foundations set up by state universities can serve as good models and sources of advice. In addition to raising money locally, several schools have been successful in obtaining equipment, material, and services from local businesses.

ISSUE 20: *Spending Money*

Schools often found that money allocated to them had to be spent in designated ways, so that they could not obtain what they needed most. Also, they discovered they could not make direct purchases but had to wait months for supplies and equipment to be purchased centrally. Schools that were somewhat successful in overcoming these difficulties and in obtaining some discretion in the use of their budgeted funds then had to develop internal procedures for allocating them consistent with their philosophy about governance. One school allocated a given amount per pupil per class to each teacher. Others gave each teaching team such a budget. Another created a staff-student committee to arbitrate requests for resources.

Changes made by school boards or central staff administrations in the budgets of schools have also caused problems:

ITEM: The planning group of a school built its plans on the assumption that money would be available so that the new school would be housed in a building specially designed for their program. After considerable planning was completed, the district decided that money for the new space could not be justified, due to budget constraints. Since an old high school was vacant, the new program was assigned that space. The planning group then faced the difficult task of reorganizing its proposed program to use the old high school's physical plant.

In light of these problems, the fifteen schools offered several suggestions:

1. Obtain specific formal commitments concerning the total amount of your budget and the amounts allocated to each subcategory.
2. Seek the maximum possible flexibility in spending the amount budgeted. No public school among the fifteen has complete control over its funds. State laws, local laws, and union agreements make such autonomy highly unlikely. However, if you study the school district's fiscal procedures carefully, you should be able to propose several specific changes in these procedures that will greatly increase your financial flexibility. For example, one school district agreed that a school could employ two teacher aides instead of a teacher. Another school got permission to order materials directly if the total bill for a purchase was less than \$200. Another school got the number of central office approvals necessary for purchasing equipment reduced from five to two and obtained permission to "walk their requisitions through" the purchasing department when materials were badly needed.
3. Develop methods for deciding how money will be spent within the school that are consistent with the school's philosophy about decision making and its educational priorities.

VII. EVALUATION

The fifteen schools were concerned about evaluation in three main areas: overall program evaluation, evaluation of teacher competence and performance, and evaluation of student progress.

ISSUE 21: Program Evaluation

Many program participants raised serious questions about the usefulness of typical approaches to program evaluation. Despite their misgivings, they expressed a strong need for ways to collect and analyze information that would aid them in improving their programs.

Some critical perceptions of traditional evaluations expressed by school staff members were as follows:

1. Evaluation is often used as a means for controlling or checking up on a program, not helping it.
2. Tests and scales used as conventional evaluations define learning and achievement too narrowly. These scales ignore important areas of student development that are emphasized in the fifteen schools' learning programs.
3. Frequently schools have been used as sites for conducting research which is more in the self-interest of the researchers than the programs themselves.

4. Evaluation seldom provides staff with an understanding of the activities and processes in the school that produce or fail to produce the results which evaluators report. Thus, it does not help the school determine which aspects of their program should be retained, modified, or dropped.

These doubts about evaluation are also shared by many people working in the evaluation field. Thus, planning groups with similar concerns should not passively accept or adopt a traditional evaluation scheme, but should feel confident that their concerns are valid and widely shared. Evaluation programs should be built to address the key issues of the program perceived by program participants and to provide continuous useful information to local school planners and implementers.

ISSUE 22: Evaluation of Teacher Performance

Most of the schools found that the usual method in which principals evaluate teachers based on a formalized check list was not beneficial to improving the teaching in the program, nor consistent with program philosophy. If you have come to a similar conclusion, you might consider some of the alternatives that schools have used to evaluate teacher performance.

Some of these schools greatly modified the process by which the principal's judgments

about the teacher were made. Modifications usually included more discussion between the principal and teacher about his work. Sometimes other teachers and students also helped evaluate a teacher's performance.

Other schools place the responsibility for teacher evaluation with a master teacher or team leader. While it is felt the team leader had greater knowledge of the individual teacher's performance, some schools think the leader's evaluative functions are inconsistent with the supportive and collaborative roles of the team leader. In other schools, teachers are evaluated in a discussion meeting with fellow teachers. This type of session often begins with the teacher himself reporting on a problem he is facing. Other group members then work to help the teacher solve the problem. A final approach has been to establish a teacher review committee. Committee members represent administrators, teachers, students, and sometimes parents. The committee reviews the work of the teacher with the teacher. In one school this process is the basis for renewing teacher appointments.

ISSUE 23: Evaluation of Student Progress

Most of the schools deliberately modified traditional methods of evaluating and reporting student progress. Many felt report card grades were both inconsistent with the program's ideas about learning, and that

they provided little useful information. If you accept the need to modify methods for student evaluation, you might consider some of the ways schools modified the process.

1. Involving students in the evaluation process.

ITEM: At the end of each course in one high school, the student completes a form about his or her progress in that course. The student's teacher completes the same form independently. The teacher and student would then meet in conference to discuss their assessment of the student's work. Following this conference, a third form is made out jointly. The third form is sent to the student's parents and becomes a part of the student's record.

2. Developing a system that allows for continual evaluation of a student's skill mastery, rather than evaluation after set time periods.

ITEM: In an elementary school, teachers developed performance tests, worksheets, and suggested activities for each of the math skills that a student was expected to master before leaving the school. When a student passes a specific test, the

teacher punches a math skill card for the student which lists all of the expected math skills. The card is a convenient record of student progress that is continually up to date. A teacher can quickly determine which students have not mastered a certain skill by pulling out the unpunched cards.

3. Developing systems to record additional information about a student's progress, not reflected in skill mastery.

ITEM: Teachers in one school systematically record daily observations of their students. Observations focus on the successes and problems the students met that day. While academic progress was noted, areas of personal development were strongly emphasized. These daily reports are periodically summarized and discussed with parents and students.

In reporting student progress the schools felt several constraints, including district requirements about how to report grades, parents' expectations that they would receive letter grades, and expectations about what other schools, colleges and employers would require. Schools committed to new systems of student evaluation have been quite

successful in convincing school boards and parents that the new methods are more useful than traditional ones, and they have been able to get most colleges and employers to accept their evaluations as a substitute for traditional grading.

VIII. IMPACT

The Planning Councils for Affiliate programs in the Illinois Network for School Development have been requested to develop ways that successful practices in their schools can be adopted by other schools.

ISSUE 24: What Makes an Impact Program Effective?

The Ford Foundation recently commissioned a study of the effect of its investment of 30 million dollars in education over the last ten years. The report concludes that few of the innovative programs they supported had any influence on educational practices in other schools within their districts. Other studies have reached the same conclusion. Traditional methods of disseminating new practices through reports, articles, and site visits have not been effective. For this reason, the Affiliates in INSD have been asked to think about new ways to influence the learning programs of other schools. The Affiliate Planning Council is asked to view their program as part of a district's total effort to provide quality education for its students, and not as an isolated experiment.

Only one school has carried out a concerted program to influence other schools in its district—The Teacher Demonstration Center of the Welsh School in Rockford. The experience of the Teacher Demonstration Center, which operated from 1967 to 1971, might be of value to Planning Councils considering how to develop an impact program.

As is indicated in the description of the Welsh School Teacher Demonstration Center in Part Two, the Center's main purpose was to create an effective in-service training program for Rockford teachers. TDC was built around the idea that teachers should first work in a school that was successfully implementing new ideas about learning and then work as part of a team to carry out these ideas in a conventional school. Welsh had eight resident teachers who were considered a permanent part of the school staff. In addition, twenty-one intern teachers worked at Welsh each year. The interns then split into teams to go to seven schools, called factor schools. This pattern was repeated for three years, resulting in 21 factor schools. Factor schools were identified a year before they would actually receive teachers so that the principals could participate in a seminar held at TDC to acquaint them with the total program. Principals were expected to support the teachers who came to their schools in implementing some of the practices developed at Welsh and in working with the rest of the teaching staff.

In addition to the factor school program, Welsh encouraged any teacher in the district interested in visiting the Center to do so. A teacher signed up for a series of three, half-day visits indicating what issues he was particularly interested in. A substitute took over the teacher's class on these half-days. A teacher at Welsh who was working in the teacher's indicated area of interest was assigned to work with the visiting teacher. After the first visit, the visiting teacher would be asked to develop a plan for carrying out a new idea in his classroom and on the second and third visits to indicate what progress and problems he experienced in trying out the new ideas in his classroom. Many Rockford teachers took advantage of this plan. Even though TDC is no longer operating, its impact is still strongly felt in new programs in district schools.

Some principles based on the TDC experience which you might want to consider when planning an impact program are:

1. Impact plans should be considered an integral part of the new school's program with special resources allocated to them.
2. An impact program should be built upon sustained and long-term personal contact between the staffs of the impact school and the new program.
3. The support of administrators in the impact school is crucial.

4. Staff members attempting change in the impact school need ongoing support from The Affiliate school.
5. The impact program should concentrate initially on one or two schools, with lessons learned in those schools applied to later plans for impact.

PART TWO: SCHOOL DESCRIPTIONS

In Part Two, we present descriptions of each of the fifteen schools. The schools were selected by using the following criteria:

1. There had been a planned attempt in the school to improve the educational experience of students by implementing a comprehensive change in the student's educational program.
2. The schools should be in Illinois and adjacent states to facilitate visits and serve as a continuing resource to INSD Affiliates.
3. They should be representative of urban, rural, and suburban schools, and of elementary and secondary schools.
4. They should agree to participate in the study.
5. While most of the schools should be public, private schools should be included if their programs raise important issues for public school planners.

The steps for collecting information were as follows:

1. Examined all written information available about each member.
2. Conducted a lengthy telephone interview with a key staff member of each school. This interview developed basic information about the school and was an important source of information for the school descriptions.
3. Visited each of the schools. Each school was visited for either one or three days. While it would have been ideal to make longer visits to each of the schools, it was not feasible. The visits consisted of interviews with staff, students, and parents, and visits to classes and other school activities. The purpose of these visits was to learn directly from the people at the school what their experience had been in setting up their program and what their advice was for future planning groups.

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Mt. Vernon, Ill. 63964

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Principal: ANSON SMITH

Date of Opening: September 1971

Grades: K-6

Enrollment: 400

Method of Student Selection: Geographic district
1 principal

Staff: 20 full-time teachers
Best days for visits:

Visitation Policy: Tuesdays and Thursdays
Maximum group size: 15
Contact the principal

In Mount Vernon, Illinois, a town of 16,000, school planners adopted an interesting approach to improve the quality of teaching and learning at the elementary level. In 1968, Superintendent John Alford felt that the district's educational program should be developed in the direction of more individualized learning for students. He and Anson Smith, the principal of an elementary school which needed a building, decided to combine the need for a new school building with the need to make changes in the school's curriculum. Thus, a new school building was designed to encourage more freedom of choice and movement for students, open communication between teachers and students, team teaching, and individualization of the curriculum. The planners visited schools based on the open space concept and individualized instruction. For several months, the superintendent and principal worked closely with the architect weighing the advantages and disadvantages of each design as it was presented to them.

When a final plan was ready it was presented to and approved by the Board of Education. The community voted nine to one in favor of the new building by keeping taxes at the current level, even though bond issues were paid off and a decrease in taxes was possible. The principal worked hard to inform the community about the new building. The local PTA was instrumental in gaining support. The principal met with concerned citizens about the new plans. When an open house was held after the school opened, hundreds of people came. They left with a sense of pride in their new building, and saw an extra bonus in that the new facilities could also be used for other community meetings.

To one student the new building looks like "a space ship on a hill," because of its octagonal shape and few windows. Sculptural bridges provide access to the second level and shelter for ground level entrances. Inside the building are large open space teaching areas for instructional groups of varying sizes. A unique feature of the building is the individual progress center located at a level between the first and second floors. This center serves as a library, individual audiovisual materials center, and classroom space. Individual work spaces and rooms for small groups are located throughout the building.

The school uses a great deal of portable furniture—all bookcases, bulletin boards, screens, storage cases, etc., are on wheels. The furniture was selected so that students

can arrange it as they like. The school also has one multipurpose room which serves as a gym, cafeteria, or large meeting room. Furniture for different functions is easily set up.

Teachers from the old school were asked to volunteer for the staff of the new school. All the teachers volunteered except for one. The principal also interviewed and hired a few additional teachers from outside the district. By March 1971, all the new teachers had been hired. Teachers in the old school were encouraged to begin experimenting with some new ideas in their classes. A workshop was held for all the teachers early in 1971, to orient them to the concept of the new school. The school opened in September 1971, amidst the final stages of construction.

The motto of Buford is "Learn as fast as you can or as slow as you must." The principal feels that the prime goal of his school is to develop self-sufficient young people who have the confidence and the trust of the school. For example, the controls of the heating system and the PA system are in the open, rather than hidden from students. While the school serves an all-white, middle income neighborhood, approximately sixty black students are bused into the school. The school requested that all black students assigned to the school be assigned throughout their elementary years so that they would have a chance to really become a part of the life of the school.

The major responsibility for educational

decisions rests with teams of three to five teachers. Most of the teams work at one grade level. The principal sees his role as supporting and helping the teams. Based on their own priorities, each team is able to spend \$15 per pupil for materials and supplies.

The principal provides additional support by conducting workshops for all teachers on curriculum ideas of interest. His approach is to introduce one major idea a year, giving the teachers time to really shake down an idea into their daily operation. The two topics that have been considered so far are individualized reading and the integrated day.

The teams rely strongly on various groupings of students to move the curriculum along. The subject areas are by-and-large the basic areas usually dealt with in an elementary school. Usually one teacher on a team will be responsible for one subject area and will meet all of the students in designated space for that subject. Some of the groupings are based on students' ability as measured by teacher observations and the Iowa Basic Skills Tests. In the afternoon, grades 4-6 meet in multigraded groups for such subjects as music, science, gym, and travel (a special course in social studies). Teachers try to provide as many options as possible for students within a teacher-structured framework. For example, students may choose which math problems to complete. Most of the teachers are attempting to individualize students' work by developing

a set of steps to be completed in working through a text. When a student has completed one step, he may move onto the next. A few capable students are able to work on individual projects in the individual progress center.

Students are evaluated by a whole team of teachers rather than by one teacher. Teachers felt that this approach has led to more objective evaluations of students' performance.

Buford has developed with Southern Illinois University a special preservice project called Project TRADE. SIU students work at Buford as interns for two semesters rather than the usual one semester. They work closely with the teams and are felt to be helpful to the school. The students have supervisory support at Buford from the staff of SIU. The school received \$2,000 for each intern from special funding.

While the staff and students seemed pleased with their new building, they saw some areas in the program which they would like improved. Their suggestions for improvement raise issues for new planning groups. Some of the teachers feel that more planning time is necessary to make better use of open space and new materials. One teacher indicated some of the teams have difficulty working together because teachers were assigned to the teams. He suggested that selection be made by the teachers. One indicated there should be more communication between teams. Some of the teachers wish for more support in developing new programs.

EISENHOWER ELEMENTARY SCHOOL

Location:	1801 Lafayette Jacksonville, Ill. 62650
Phone:	217/245-5107
Principal:	HARRY EMRICK
Date of Opening:	September 1971
Grades:	K-6
Enrollment:	400
Method of Student Selection:	Geographic district
Staff:	1 principal 12 full-time teachers 4 part-time teachers 9 para-professionals 11 parent volunteers
Visitation Policy:	Wednesday only, from 8-12 Maximum group size: 12 Arrangements must be made in advance with the principal

Teaching and learning at Eisenhower takes place in two large spaces—one for a primary and one for an intermediate group. There are many learning stations within each open space filled with kits, books, tapes, filmstrips, published materials, and teacher-developed materials. The student

moves with a small group of fellow students to learning areas for math, reading, science, social science, art, and other subjects at 20-40-minute intervals. Within a given learning area, each student works at his own level and pace on tasks individually prescribed for him by his teachers. These tasks are, in the case of reading and math, related to a "learning continuum" which defines a set of skills teachers feel a student should master to become competent in these areas. Although a variety of materials is used in all subjects, the most common learning activity consists of a pretest to determine the extent of a student's knowledge or skill in a given area, a set of written exercises designed to increase that knowledge or skill, and a mastery test. Such learning activities create a great number of tests and exercises to be corrected by the instructional staff.

The large open learning areas are strikingly bright and cheerful. Thoughtful planning is reflected in the selection of simple furniture that can be used in a variety of ways by students, as they sit or lie in whatever position is most comfortable while completing their work. Most students work attentively and move responsibly from one learning area to the next. Students and teachers often laugh and joke together in a friendly relaxed atmosphere, yet the feeling that students are expected to work hard is clearly communicated.

The home base for a student is a multiaged "record group" which meets daily and participates in activities designed to build their identity as a group.

The open design of the school reflects the educational philosophy and objectives of the school's planners. Planning began more than two years before the school opened. Superintendent Clifford Crone initiated the planning process out of his determination to create a fundamentally different type of program that emphasized the maximum development of each student's potential. He appointed Harry Emrick (the present principal of the school) chairman of a planning committee that consisted of 17 teachers and board consultants. The district financed a research and planning program for the committee which included extensive visitation to other schools. The committee worked for nearly two years planning the educational program and developing architectural specifications for the new building. After the Board of Education approved the plans, the community passed a \$4¼ million bond issue to finance the school. The staff was selected by the principal in February 1971. From then until the school's opening in the fall, the staff received preservice training and planned the operation of the educational program. Staff members did this work without compensation.

The planning committee agreed upon a differentiated staff for the school, which would put more resource people in the

classroom and provide planning time for teachers. Two **TEAM LEADERS** are responsible for leadership and overall planning in the primary and intermediate pods. **TEACHERS** are the instructional leaders in a given curriculum area. They are responsible for planning learning activities, selecting materials, furnishing the area, and evaluating and teaching the students. **INSTRUCTIONAL ASSISTANTS** work with students within clearly prescribed situations determined by the teachers. They do much of the paper work and record-keeping for teachers. Five out of the nine instructional assistants in the school are fully certified teachers. The assistants work an 8-hour day and are clearly not expected to take work home. **INSTRUCTIONAL AIDES** complete clerical tasks for teachers and administrators. In addition to these people, parents work as volunteers in the school's tutoring program.

Decisions are made by the two teams of teachers and the principal. Aides are consulted on issues that directly affect their work. The teaching teams meet separately three or four times a week to make decisions about the instructional program for their units. The team leaders communicate with each other directly and with the principal to coordinate the two programs. The total staff meets a minimum of once a month to share experiences, such as visits to other schools and to discuss common problems and issues.

Students say they like coming to school because they can "do a lot of different things." One student particularly enjoys her Humanities class where she learned to weave while she studied the history of a different culture. The student said, "This was almost like a free day—something you did for fun." Students feel that teachers and administrators care about them and want to help them. Another student commented, "The principal isn't walking around looking for trouble, but is being helpful."

Teachers are enthusiastic about "being a real part of the program", despite the long hours and extra work it takes to participate in planning and making decisions. They express satisfaction about the way they work together and their ability to be open with each other. Even though there are minor problems, they feel there is good coordination between the teaching teams.

Parents like the fact that their children have more than one teacher, so that if one teacher doesn't understand their child, other teachers are there to watch and help. Parents also are pleased with the variety of activities their children are involved in. One parent said, "I like the type of independence that has developed in my daughter. She has always been very shy. I'm proud to see her moving independently and confidentially getting materials for herself."

Some of the ways people at Eisenhower feel their program can be improved are: (1) Abolishing the time schedule completely so students can decide when they want to complete the work required of them in a given area and how long at a time they want to spend in any one area. (2) Revising and simplifying the continuum of skills required in reading and math and reconsidering which exercises are appropriate for which skills. (3) Introducing more manipulative materials and games as a part of the curriculum to reduce the use of the worksheets—"We are drowning in a sea of paper," said one teacher—"We have to find an alternative." (4) Getting more people to help in the school.

EXPERIMENTAL PROGRAM OAK PARK-RIVER FOREST HIGH SCHOOL

Location:	201 W. Scoville Oak Park, Ill. 60302
Phone:	312/383-0700 Ext: 218
Teacher- Coordinator:	GAIL B. CONLEY
Date of Opening:	September 1971
Grades:	9-12
Enrollment:	150 (4,000 students in regular high school)

Method of Student Selection: Students selected from volunteers

Staff: 1 teacher-coordinator
3 full-time teachers
3 part-time teachers

Visitation Policy: Best days to visit are: Tuesday, Wednesday and Thursday Maximum group size: 10
Contact Gail Conley for arrangements.

The impetus for establishing the Experimental Program within the Oak Park-River Forest High School came from a group of students, parents, and teachers who were seeking an alternative to the Oak Park High School. In 1969, a parent-community group called the Council for Open Education in Oak Park began to work towards creating an atmosphere for implementing open educational programs. This group invited speakers to their meetings to talk about educational changes that were taking place in other communities. During the 1970-71 school year, a small group of activist students in the High School began meeting to devise strategies for attaining more student influence in the school. Prior to the winter of 1970, these two groups had been working independently without any specific plans for obtaining their goals. They joined forces in the winter of 1970 to make definite plans for an alternate high school. Interested teachers in the high school joined with them. With input from other members of the group,

students wrote a proposal which the group submitted to the Board of Education. The proposal called for the establishment of an alternate school for 150 students within the Oak Park-River Forest High School. The Experimental Program, or XP, would give students more responsibility for deciding what and how they should learn. Gail Conley, a teacher in the group, volunteered to present the proposal to the Superintendent. The district administrators made the following three revisions to the proposal: (1) that XP operate under the credit system of the regular high school, if students wanted a regular diploma upon graduation; (2) that the department chairmen in the regular school approve study plans of the XP students; and (3) that Gail Conley be appointed teacher-coordinator of the program to act as facilitator and liaison with administrators and staff of the regular school. The planning group accepted these conditions in order to get approval for the proposal. After these revisions and more debate, the Board finally approved the proposal in May 1971 and agreed to begin a summer pilot program to test out the idea.

The Experimental Program officially began in the summer session of 1971 with approximately thirty students and two teachers. During the summer, time was spent preparing basic facilities and making decisions necessary for the opening of the school in the fall. Students wrote approximately 150 colleges and universities across the nation to determine their feeling

about accepting students from the Experimental Program. The majority of answers received were positive and indicated that students would have little or no trouble with college admittance. Based on the summer pilot program, the board gave its approval for the program to begin in September 1971. Students volunteered for the program. Teachers were also selected from volunteers in the regular high school.

The Experimental Program's relationship to the regular high school was clearly defined from the beginning. The Experimental Program was allotted four rooms in the school for offices and classes. Students in the XP have the same graduation requirements as students in the regular high school; however, they may complete these requirements through non-traditional approaches. One of the important factors in the relationship between the schools is that XP should in no way disrupt the activities of the regular school. Students in XP are permitted to enroll in classes in the larger school, but are expected to follow the rules of the regular school when they are there.

In May 1972, students in XP took a survey of teacher attitudes toward XP in the regular school. Generally the attitudes were positive, with a significant majority supporting continuation of the program but not wanting to be directly involved in it. Teachers in the regular school also stated almost unanimously that they desired more

information about the Experimental Program. Since then, students and staff in XP have made an effort to keep people informed of what they are doing via newsletters, columns in the school newspaper and personal contact. There is administrative support for the program because it has provided an alternative for a number of students and has not seriously conflicted with the regular school program.

Students in the Experimental Program have the following four options for courses: (1) courses taught by the XP staff, (2) courses in the regular school, (3) community placements, and (4) independent study contracts. Most students take courses in both the XP and in the regular school. In the first year of the program, many students found community resources for learning. The present students are following this practice. However, because procedures for finding community resources for all students are not completely developed, some students have fewer placements in community learning situations than other students.

There are two grading possibilities open to students in the Experimental Program. Students may elect to take courses on pass-fail basis or to receive traditional A-F letter grades.

During the first year of the program and the following summer, some changes were made. Throughout the year, there has been a disagreement between two groups of students and staff regarding the

emphasis of the program. One group felt strongly that the program's main emphasis should be academic growth. The other group was equally adamant about the importance of affective and personal growth. Toward the end of the year, decisions were made about staffing and program direction that were perceived as favoring the academic group. The students supporting "personal growth," many of whom were in the initial planning group, became disappointed with the direction the school was apparently taking. Also during the summer, staff members and a small group of students decided to establish "core groups." A core group at XP was a multidisciplinary study of one idea designed to encourage students to begin thinking in non-traditional ways. In addition, staff members also planned to begin mandatory weekly "advisory groups" for students in the fall. These groups would be composed of approximately twenty students and a teacher and would serve as the school's method of communication and as a place to build group identity.

Developing an effective process for decision making at XP has been difficult. The program is committed to participatory decision making. The initial group of parents and students in the program wanted to have a great deal of influence over the direction of the program. The administrators at Oak Park High School and a majority of staff have felt the program requires more structure in the educational program, as well as in decision-making procedures.

The initial parents and students in XP are not supportive of this move. The difficulties in resolving these issues can be seen in the constant changing of the decision-making structure. While this situation has led to a great deal of frustration for everyone, some of the students indicated that a benefit of the process has been a great deal more understanding about the difficulties in developing an effective participatory system for decision making. In spite of these difficulties, students and staff feel their experience in XP has been very worthwhile.

Gail Conley offers the following advice to planners based on his experience at Oak Park: "A school should start with some structure. This structure should be flexible, have power, and be open to modification as the program changes. One of the problems of no structure is that it ends up with teachers and administrators making most of the decisions. Within this structure there should be a clearer understanding of the process for decision making than the XP had when it began."

HOLY FAMILY SCHOOL

Location:	1029 S. May Street Chicago, Illinois 60609
Phone:	312/421-6200
Principal:	MARY BESTE
Date of Reorganization:	September 1970

Grades:	Preschool through 8th
Enrollment:	240
Method of Selection:	Parochial school, many students not Catholic
Staff:	1 principal 10 full-time teachers 1 part-time teacher 1 community representative
Visitation Policy:	Make arrangements in advance

Holy Family School serves a low-income, inner-city community on Chicago's West Side. In attempting to solve some of the problems of inner-city life, Holy Family emphasizes the worth of each individual child. Over the past three years, the school has worked toward an open classroom approach to learning that helps students develop a sense of self-worth, independence, self-direction, and responsibility.

Teachers spend a great amount of time and energy improving the classroom environment for their students. Each classroom reflects the personalities of both students and teachers. Most classrooms are divided into interest areas where students can go and choose from a variety of activities which the teacher has provided. In one classroom, it is not uncommon to find students sitting in groups of two or three working individually or together. They can be working on the same task but at different speeds or on totally different tasks.

Teachers set up a "core curriculum" from which students may choose individual or group projects to work on. For example: In a social studies class where the main topic was learning how to use maps, students chose a variety of approaches. The first task was to find a map. Some students found city, state, and world maps while others went out into the neighborhood and drew their own maps. Students showed each other how to get from one place to another, learned to measure distances and understand map symbols. The teacher emphasized cooperative work among individuals and groups. After students completed this unit, a 3rd grade teacher who heard about the map studies asked a 7th grade student to come to her class to teach her students what he had learned.

Although most students work in the classroom, there are other places where students can go to study. The school has several empty rooms and large corridors where students can take their work. In the classroom along the wall where students hang their coats, there are individual study carrels. One can observe second graders working quietly without supervision at desks set up in the corridor outside their classrooms. The desks are arranged so that students can sit at them or sit on them. In the same corridor further down, a 7th grade student may be working with a tutor from the University of Illinois Circle Campus. Because the school has no auditorium, all school gatherings are held informally in the entrance of the school.

In a recent tribute to Dr. Martin Luther King, Jr., the students gave speeches, sang, and read their poetry to other students and teachers who were just standing around them. The informal use of space contributes to the sense of warmth and sharing that is characteristic of the entire school.

Students are grouped by grades into the following four units: Grade 1; Grades 2 and 3; Grades 4 and 5; and Grades 6-8. A Montessori preschool classroom operates separately from the rest of the school. Teachers often work together in teams corresponding to these units and also to subject areas. Each unit has some autonomy in making decisions about the curriculum, materials, and scheduling for their unit. Grade 1 is in a self-contained classroom for the entire day. Grades 2-5 operate in half day time blocks. Grades 6-8 are on a 45-minute class schedule, and are divided into three small groups, with each group following its own daily schedule.

Most changes that have occurred in the school have taken place in the last three years. Three years ago there was a complete turnover in administration and staff for the school. The entire religious faculty was replaced by a lay faculty. Prior to this reorganization the school had been in a state of constant flux. Ideological differences between two factions of the faculty resulted in conflicting approaches to learning, a frequent turnover of staff that

made students insecure, and an atmosphere of tension, confusion, and ambiguity which was not conducive to learning or teaching. A survey of parents in the summer of 1970 found that parents were concerned about what was happening at school and the majority wanted (1) a return to discipline, (2) an emphasis on skill learning, and (3) more religious education and guidance for their children.

Due to community pressure and the dissatisfaction of the religious leaders of the parish, the staff was finally asked to leave. The school administration hired the present principal, Mary Beste, who in turn hired a new staff. The new staff, which is all white, feels a critical need for black teachers. The new principal and staff were very strict with students at first, trying to return discipline and respect for the school. As the staff worked together to build a new educational program for students and to create a different atmosphere in the school, students regained their trust in the school and became involved in learning activities. Students who had been in the school for six or seven years felt that "teachers treat them better now" and that there are more different activities. They also felt that in some ways school is harder for them because they have to make more of their own decisions.

As the staff works toward more individualization and open education, they enjoy the support of other schools

attempting to make similar changes. Holy Family is one of seven schools selected by the Catholic School Board for a program called "Project E." Holy Family staff participate in workshops on curriculum development and communicate regularly with other "Project E" schools to share ideas and help each other solve common problems.

The principal and staff of Holy Family feel they must continue to change substantially in order to provide a better learning environment for students. To increase parent involvement in the school, a community representative who visits homes and talks with parents is helping teachers become more aware of the many factors that influence students' learning. The staff would like to see students move about the school freely without set schedules and take a larger part in planning. Staff members feel they need to work towards being more open with one another so that they can plan together and institute ways in which students can learn from and with each other.

LAKETOWN SCHOOL

Location: 1825 Lee St.
Springfield, Ill. 61201
Phone: 217/525-3230
Principal: LAWRENCE V. THREAD

Date of Reorganization: September 1971
Grades: K-5
Enrollment: 290
Method of Student Selection: Geographic district
Staff: 1 principal
9 full-time teachers
8 part-time teachers
6 teacher aides
Visitation Policy: Contact principal

Although Laketown School had considered changing its educational program, it was not until the school was selected in 1970 as a pilot school for *Project Capital* that definite planning began. *Project Capital*, a federally funded TITLE III program, was designed to improve the quality of education in Springfield by involving citizens in task forces to seriously consider key school issues. Following the first year task force reports, several pilot projects were begun including Laketown School. *Project Capital* provided support for planning a new educational program during one year, and for operation during the second year. Laketown worked closely with *Project Capital* staff trying to define new educational goals for the school. A major question was: "Would an open-space school better meet the goals than the existing traditional classroom space?"

During the planning process there were open informational meetings for parents, staff and interested persons to discuss the new program. The planning group decided that the school should be converted to an open-space school. The old school building which had served as a traditional classroom school for seventeen years was renovated in 1971, by taking the two wings of the building and knocking down walls to create open space. The large rooms provided open access for large and small group work, as well as individual work. Furnishings most suitable for flexible groupings, such as trapezoidal tables, chairs, area rugs, etc., were purchased. Plans included space to serve as a materials center, library and media center.

Students who had previously attended Laketown School were given priority in enrollment; the remaining enrollment came from volunteers from the entire district. The students were reorganized on a random basis into non-graded multi-aged groups known as student teams, with the exception of the kindergarten and four-year-old preschool group which remain separate. The staff at Laketown was selected from volunteers from District 186. Each student team is directed by a teaching team which includes teachers, aides, and student teachers. In addition to the teaching team there are part-time teachers who teach art, vocal music, physical education, and a librarian. These part-time teachers all comprise the resource team. Depending upon their importance, decisions are made

by teaching teams and the principal, with recommendations from the resource team.

Laketown School encountered several problems in stimulating community interest and commitment to the new program. Many feel this resulted because the planners used educational jargon to explain the program. Although students reacted positively to the changes, many parents were confused by the jargon and only became positive when they saw the actual changes occur. Although the current reaction to the program is quite positive, many people still have doubts about certain aspects of the program, particularly the advantages of open space.

The principal of Laketown feels the planners of the school expected too much to happen too soon. He feels that in planning such a program, plans should be devised so that change will occur over a period of years. In looking back, he would revamp the rate of change at Laketown School in this way: 1) in the first year, start use of teacher aides, differentiated staff, continuous progress reporting, 2) in the second year begin non-graded multi-aged grouping, and 3) in the third year, create open space and make building changes.

Because the teachers were not involved in planning the new educational program, they feel they need more training to work in the program. They want to know what methods are effective in using open space, in making the contract system work, in

small group functioning, and in shifting responsibility to students. The teachers also feel they need more planning time and opportunities to visit other schools with open space.

LOUISVILLE BROWN SCHOOL

Location:	675 East 4th Street Louisville, Kentucky 40202
Phone:	502/581-5661
Principal:	MARTHA ELLISON
Date of Opening:	September 1972
Grades:	3-11
Enrollment:	410
Method of Student Selection:	Stratified lottery of volunteers with controls for distribution
Staff:	1 principal 35 full-time teachers 7 part-time teachers
Visitation Policy:	Contact the principal

Years ago, if you went to the Kentucky Derby, you might have stayed at the Brown Hotel—the famous center of social activity in Louisville. Today, if you are interested in alternative education in Louisville, you would also go to the Brown Hotel. The Louisville Board of Education purchased the Brown Hotel complex, which includes

an office building, a theatre, and a garage, to provide space for various programs sponsored by the Louisville School System. One of the most recent programs is the Brown School.

The idea of the school originated with Superintendent Newman Walker, who came to Louisville four years ago. The superintendent started a program called Focus Impact, which was designed to change attitudes about teaching and cross-cultural relationships. Dr. Carl Rogers conducted humanizing workshops and sensitivity sessions for teachers in the school system. After the training, however, people found it difficult to translate their experience into new ways to work with students or to relate to each other. The superintendent then set up a number of educational task forces which were assigned the task of finding practical ways to use the training which teachers had received during the workshops. From one of these task forces came the idea of an innovative school working with a wide range of students from all neighborhoods of the city. Among the alternatives considered were a school for the gifted, a school for the performing arts, a school for only creative students, and finally a school for the general population that would inspire creativity and be sensitive to human needs. Funds to establish and operate the Brown School came from the Federal Government, state legislature and the Louisville Board of Education.

The former coordinator of curriculum development in the Kentucky Department of Education, Martha Ellison, was appointed principal of the Brown School. She worked with a task force of 18 people from the Board of Education to develop plans for the new school. After the initial plans were made and the school approved, the school was explained to parents and members of the community. Parent reaction to the new school was favorable. Over 900 applications were submitted for the 450 slots.

The teaching staff was interviewed and hired by the principal, with the assistance of two community members. Teachers were hired on the basis of race, diversity, and educational philosophy. Although the aim was for an equal distribution of blacks and whites on the staff, the school ended up with only one-third black staff members. The staff attended a six-week summer workshop for orientation and training, prior to the school's opening. Planners see the late selection and involvement of staff as a weakness in their planning, which was unavoidable due to time constraints. They feel it would have been better to hire the staff earlier so they could have participated in the planning. As it was, the principal had to make many of the decisions regarding curriculum and choice of materials, without input from staff, in order to receive the materials in time for the school's opening.

When the school opened in September 1972, it was temporarily located in the hotel section of the Brown building complex because the school's assigned facilities were not yet ready. For twenty weeks the students had classes in the Crystal Ballroom, English Grill Room, Tea Room, and other rooms in the hotel. In addition to many of the school system's various departments, the hotel houses the State Department of Labor's WIN (Work Incentive Program) which places its graduates into para-professional and clerical jobs, other specialized alternative educational programs, and small businesses.

In late December, the Brown School moved into its new facilities on six floors of the Brown office building. Two other floors house members of the Macauley's Theatre, Inc., the Louisville Philharmonic Society, the Louisville Theatrical Association, the Kentucky Opera Association and the Louisville Ballet Company. Much of the school's space is open, with many resource areas. Physical education and dance classes are on the second floor; classrooms are on the third, fourth, and sixth floors; a media center is on the fifth floor; social studies, art, English, and humanities are on the seventh floor; and laboratories for science, math and music, as well as a student lounge, are on the eighth floor.

The program now serves Grades 3-11. Next year it will serve Grades 3-12. As the staff tests out this new program, they may later enroll younger children. Students are divided

into three groups, Grades 3-6; Grade 7; and Grades 8-11. The Brown School chose this grade grouping for a number of reasons. The 7th grade students were placed in a unified group because over the past three months they did not seem to work out well in a multiple group of Grades 7-11 in terms of accomplishing their work and getting along with older students. Grouping Grades 3-6 together allowed both students and staff to work together independent of grade level and of special teacher subject areas.

Teachers encourage students to progress at their own pace in all courses. Teachers bring in community and business people to be guest speakers in their classes. The school's philosophy calls for use of community resources; however, the school has not completely developed a coordinated program of outside learning resources for students.

Presently, the staff makes decisions about curriculum and day-to-day problems in groups corresponding to the basic grade units. Those units make decisions autonomously. Some staff members see problems with this arrangement because: 1) it isolates staff and students from each other, 2) one well-organized unit can control decisions that influence the whole school, and 3) teachers are limited in communicating with each other, which inhibits meaningful attempts at an interdisciplinary approach to curriculum.

The principal and staff are committed to a lateral decision-making design in which staff and administrators make decisions cooperatively. However, some staff members are reluctant to use this power and depend on the principal to make decisions. The staff and principal are presently working through these problems. Martha Ellison says, "Some of the most well-adapted teachers are teachers from traditional schools. They seem to have enough experience and security to allow them to experiment with more confidence." Later they would like to broaden the base of decision making to include students and parents. Staff and students are coming to the realization that it takes time to work through problems of a new school. Progress has been slower than anticipated, but the reactions of staff and students have been generally favorable.

METRO: THE CHICAGO PUBLIC HIGH SCHOOL FOR METROPOLITAN STUDIES

Location: 537 S. Dearborn Street
Chicago, Illinois 60605
Phone: 312/939-3141
Principal: NATHANIEL BLACKMAN
Date of Opening: February 1970
Grades: 9-12

Enrollment: 350
Method of Student Selection: Stratified lottery from volunteers with controls to assure equal distribution according to districts
Staff: 1 principal
1 assistant principal
2 coordinators
23 full-time teachers
20-30 cooperating teachers from business and community (These numbers vary from cycle to cycle)
Visitation Policy: Contact Lee Alo at the school.

The Chicago Public High School for Metropolitan Studies, known as Metro High School, is the Chicago Board of Education's "school without walls" and is one of the alternate schools within Chicago's large urban public school system. It is composed of students from all ethnic and economic groups who volunteer to come to Metro from all neighborhoods of the city.

A private consulting firm, Urban Research Corporation, provided the Chicago Board of Education with information about the feasibility of establishing a "school without walls" which would use the rich resources of the city, have a diverse student body, and provide a general education for students in a less rigid and more open environment.

The Board of Education agreed and contracted with Urban Research Corporation to plan and start the school. Urban Research interviewed and recommended the principal and staff for the school.

The consultants' main tasks were to organize the participation of business and community resources, conduct in-service training for the staff, assist in the general operation of the school, and conduct a comprehensive evaluation of Metro's development and progress.

Other major issues which the planners confronted were: obtaining commitments for new administrative arrangements and new guidelines for the type of program envisioned; planning the program sufficiently so that students and staff would not confront chaos, while leaving it open enough so that staff and students would continue to shape it; using the creativity of participating organizations in developing new learning experiences, yet providing them with something specific to do which would mesh the program with other demands on their organizational resources.

All planning for the school was carried out by the planning group of five men from Urban Research. Staff members were hired a weekend before the school opened and had virtually no orientation. Plans were made, however, to directly involve staff and students in the planning which followed the initial opening of the school.

The school opened February 2, 1970, with 150 students, Principal Nate Blackman, five teachers, one student teacher, and five consultants from Urban Research. The school was located on the fifteenth floor of an office building in the loop in the heart of Chicago's major business district. The floor was completely open, divided by an elevator shaft, with a few donated desks and some rented chairs. Since February 1970, the number of students has grown to 350 and the staff has increased to twenty-one.

Metro has evolved to an educational program that is flexible, open to student participation, and that offers unique and exciting learning opportunities. Students choose their courses every ten weeks from a catalogue of over a hundred course descriptions. Approximately 70 percent of the courses are taught by the teaching staff, 25 percent are taught by cooperating teachers in business and the community, and about 5 percent are taught by students. In addition to taking courses, students may contract for independent learning in community organizations. Staff teachers are primarily responsible for teaching basic skills, although many do so through different approaches to learning. Course titles sound both conventional and unconventional. Some courses taught by cooperating teachers are: T.V. Production by NBC, Marine Biology by the Shedd Aquarium, First Aid by the American Red Cross, Graphic Arts by an artist at the WGN television studio, and Art Studio

Laboratories at the School of the Art Institute. Two full-time coordinators locate and develop these resources for the school. Students have taught drawing courses for beginning art students, and courses on reptiles, aquarium and terrarium pets. Other students form courses in which each student takes some responsibility for the class. For example: one student will find reading materials related to the course, another will find visual aids, while another will find people to lecture, and the students will arrange to take turns leading the class. Both teachers and students travel in and around the city during the course of a day. A student might begin his day in a Reading Workshop in the resource center of the school, ride a bus to the First National Bank to take Economics taught by an employee of the bank, eat lunch in school or in a downtown restaurant, and then ride a bus to the Lincoln Park Zoo to a class in Animal and Human Behavior taught by a staff teacher. Students are provided tokens for traveling during the day.

Other learning experiences which Metro students have participated in are: a month in Mexico learning the language and culture, and a week on the Shedd Aquarium research ship along the Florida Keys studying tropical fish.

During the summer of 1970, the staff participated in a summer workshop to improve their communication and counseling skills and to plan the educational program for the following year. One of the major

experiments for the second semester was a "core course" which was to be mandatory for students. A core course consisted of a team of teachers who worked with a large group of students in an interdisciplinary approach based on a central theme, such as neighborhood studies or urban problems. Within a core course, students worked individually or in small groups on projects they had developed which related to the theme of the course. Students worked in neighborhood community organizations and radio stations. According to the staff, the core course failed for several reasons including: (1) Staff members were not adequately trained. (2) Students were not involved in the planning and objected to the mandatory nature of the program. (3) The experiment was not tested out first with a small group, but was planned for the whole school. (4) The teams of teachers were arbitrarily chosen; teachers did not pick their teams and experienced difficulty in working together. The core course was discontinued in this form, but individual teachers working together continue to offer similar experiences for students on a voluntary basis.

Students have always been encouraged by staff to participate in decision making. Throughout Metro's three-year history there have been many attempts both by staff and students at forming a structure for student participation in decision making, which have not been completely successful. Part of the reason is that Metro students

feel they have a great deal of personal freedom, that things are going O.K., and if things were not working in their favor, they would be able to change them. In addition, Metro students seem more concerned with whether or not they have to attend class, being allowed to talk with each other in class, and choosing their own courses. They feel no need to spend long hours in decision making with staff.

Although there is no formal structure for student involvement in decision making, there have been occasions in which students have assumed a great deal of responsibility. For example, this year the student selection process, as well as its implementation, was carried out entirely by students with one staff sponsor. Students wrote letters to every high school and elementary school in the city to inform them of openings in Metro enrollment to replace graduating seniors. Students worked with the math teacher to develop a computer program for the impartial, random selection process. They also acted as big brothers and sisters to new students during the first week of school. In another area, students serve on the Staff Selection Committee to interview and vote on prospective teachers.

Decision making for the administration and staff is much more complicated. The entire staff meets weekly to make decisions, hear announcements, bring up issues and share problems. In addition, staff members serve on committees which meet at other times, and participate in departmental meetings

when necessary. Due to the many meetings and nonteaching responsibilities of the staff, it is often difficult to get consistent participation from staff members on all levels. Many feel overworked.

The Metro staff feels they have not adequately solved the problem of orientation and incorporation of new teachers. It seems that "old" teachers maintain much of the responsibility for the program. There are so many responsibilities of teaching classes and having a counseling group that new teachers are often at a loss how to respond to specific issues which are seemingly unrelated to them. Decision making is essentially unclear to new teachers in this situation. It takes unusual energy, initiative, and self-confidence for a new teacher to break through the barriers.

Nate Blackman, Principal of Metro, says, "At Metro, we feel it is important to remind ourselves both of things which are going O.K. and things with which we are having difficulty. Sometimes I feel that in our self-criticism we lose perspective of the good things we have accomplished with students at Metro. However, I have discovered during the past three years that Metro has been singled out as an outstanding and innovative program by persons who have visited the school and talked with our students and staff. It seems to us, if we spend too much time patting ourselves on the back for things we have done, there would be less time remaining to make other things in Metro work better for the students."

MODEL SCHOOL

Location:	4 South Gifford Street Elgin, Illinois 60120
Phone:	312/741-6800 Ext. 332
Director:	TOM DAHLFORS
Date of Reorganization:	September 1972
Grades:	6-8
Enrollment:	300
Method of Student Selection:	Chosen from volunteers from the Elgin school district in a random selection process.
Staff:	1 director 2 assist. administrators 15 full-time teachers 4 part-time teachers
Visitation Policy:	Any day except Friday. Maximum group size: 1-5 Contact the director several weeks in advance.

In 1971, the Elgin Administrative Association asked fifteen people, administrators, teachers and parents, to work five half-days to brainstorm the kinds of dissatisfactions they had with the district's educational program. The experimental Model School opened in the fall of 1972. It was created to fill the need for a new educational program at the junior high level. The group applied for and received a Title III grant

for one year of planning and two years of operating the experimental junior high school.

The planning group reconstituted itself as the Community Task Force with policy-making power for the new school. When the school opened, the Task Force changed to an advisory group for the school administrative director and school staff. The Task Force consisted of four students, ten parents or community representatives, and four teachers. Tom Dahlfors, a teacher on the Task Force, was chosen as project director. Two committees were established to interview teacher candidates; one composed of four students and one adult coordinator; the other one business representative, one teacher, one parent, and the project director. Following their selection, the staff worked through the summer on a staggered schedule to prepare for the school's opening. In August, the complete staff (including custodian and para-professional people) went on a two-day retreat to Camp Edwards, Wisconsin. During the retreat, they became better acquainted with each other and developed a mutual commitment to the new educational program. In the first weeks of school, the staff often met daily and every Tuesday night. Since then, meetings have been less frequent. The planning group felt that the summer meetings and retreat involved the staff members in all stages of the operation of the new program and prepared the staff to function well as a total group.

Policy decisions are made by the Community Task Force, which now acts as an Advisory Council. Operational decisions are made by the director and staff, with student input. The Model School has the authority to make most of its own policy, program and curriculum decisions.

The student body of 300 was selected from 1200-1500 volunteers. In addition, 300 were chosen as a control group for evaluation purposes with 300 alternates selected for each group.

The proposal for the Model School called for an educational program in a nontraditional school building. However, funds were low and the old Central Elgin High School was empty, so the school was located there. Due to overcrowding in the district, two other programs were moved into the building; a junior high program and a K-6 program. The auditorium and cafeteria are shared among the three programs while other facilities are shared by the two separate junior high programs.

Sharing the facilities with two other educational programs has posed some limits on the Model School in terms of the amount of permissible noise and freedom of movement within the building, but the administration and staff of the Model School have used the opportunity to work with and influence the other junior high program. Despite the obvious limitations, Model School students have a great deal more freedom to move about than in conventional

schools. Freedom of movement, however, is governed by some very definite policies. For example, if a student wants to continue working on a project beyond the 45-minute class period, he can do so only if the room is being used by the Model School, and he must get the permission of the teacher of that class and of the teacher of the next class on his schedule.

While the old school building did not meet the expectations which the Task Force had for the new program, the director feels that in many ways the school has better facilities than it would have in another setting. The band room and practice rooms have been converted into staff offices and a student lounge. In addition, there are art rooms, a photography room, a shop room, a sewing room, two learning centers, and various classrooms.

Classes are prescheduled each quarter, and students can choose their own class schedules. The four main class areas are: science, language arts, reading, and social studies. There is an 8-period day except on alternate Fridays. On alternate Fridays, students may elect activities which are either student or staff created. These activities are often extensions of classroom projects. For example, the math class visited a grocery store and added up costs and inventories, or measured trees, city blocks, and buildings; the science class spent a morning cleaning up part of the Fox River as an ecology project; the language arts class took and developed their own pictures

to go with poetry, readings, and writing they had done; another class visited nursery schools and nursing homes, and another involved in studying volcanoes spent this activity time researching the subject and building a volcano model.

The Learning Centers serve as the main open classroom setting, with students freely working there on projects for a particular class or on self-motivated projects. Students can register for the Learning Center as a regular class period.

The Model School's skill-building reading program is specialized to meet student needs. After first testing the students, a team of three teachers works with a group of approximately 25-30 students who need help in improving their reading skills. Each student keeps a log of his reading problems and works through it until he moves into the next reading level. The math program is similar, but is not team taught.

Finally, the Model School has created a 2-day nursery school in the building which is staffed by a guidance and counselling teacher. Twenty 3-5-year-olds are enrolled in the program. Ten to eleven students work in the nursery school each quarter and attend a related seminar on how children grow and develop. There is an equal number of male and female students presently working in the nursery school. Many nursery school mothers volunteer to work in the Model School junior high

program while their children attend the nursery school.

The staff at the Model School is informal and varies in age and experience from young teachers teaching for the first time to older experienced teachers. An equal number of women and men make up the teaching staff.

Everyone at the Model School is on a first name basis—students, teachers, and administrators. However, one teacher felt strongly that the students should call her "Ms. McCall" because she felt it was important for the students to become familiar with the term "Ms." Eventually her name was abbreviated and everyone now calls her "Ms."

The current morale at the Model School is good and the overall reaction toward the program is positive. If they had the opportunity to do it over again, Tom Dahlfors said, "We would work more on the mechanics of the program, such as scheduling; make definite community contacts to provide off-campus experiences for kids; work more on public relations; hire the staff six months sooner and get them more involved in planning and use them for public relations; and involve parents sooner, especially in decision making."

NAUVOO-COLUSA JUNIOR AND SENIOR HIGH SCHOOL

Location: Nauvoo, Illinois 62354
Phone: 217/453-2282
Principal: PAUL A. RICKER
Date of Opening: September 1961
Grades: 7-12
Enrollment: 340
Method of Student Selection: Geographic district
Staff:
1 principal
1 assistant principal who teaches half time
5 junior high teachers
18 high school teachers
Visitation Policy: Best days for visits are: Monday, Tuesday and Wednesday
Maximum group size: 20
Advance notice required.

Nauvoo is a town of about 1500 people located near the Mississippi River on the west central border of Illinois and Iowa. It was once a Mormon center. Travelers often stop in the town to see the newly reconstructed houses and buildings which the Mormons built and inhabited. The area surrounding Nauvoo is primarily agricultural.

The populations of neighboring towns range from 1100 to 3300. The junior and senior high school is in a rural setting about three and a half miles from Nauvoo and about eight and a half miles from Colusa, the other town that the school serves.

Most students are transported to and from school by bus, although some students drive their own cars. Many people in the school feel that the location, size, and transportation are constraints which severely limit mobility and opportunities for students to learn in real-life situations. The school is attempting to overcome these limitations by sharing facilities and resources with other schools, and by improving the educational program within the school.

The school cooperates with three neighboring schools in Hancock County to provide an Area Vocational Technical Program for students. (The other three are Carthage, Hamilton, and Warsaw Schools.) Three years ago when the State of Illinois was providing grants to support vocational educational programs in schools, the four schools realized they could not individually qualify for assistance because none had adequate facilities or teaching personnel to offer a varied and comprehensive program. Thus, the four school district superintendents made a joint agreement whereby each school would provide at least three classrooms for vocational courses, exclusive of business education which each school had set up within its own curriculum. The principal in each school worked with

counselors and teachers to set up courses and schedules. Each school superintendent then presented the plan to his respective board of education for approval. Guidance counselors recruited students and assigned courses to them based on their interests. The vocational teachers in each school received orientation for the program and recruited specialists to help. In the case of auto-mechanics, one school hired a skilled mechanic to assist the teacher. In the health field, a registered nurse was hired part time to work with students interested in health occupations. At Nauvoo, teachers suggested that instead of hiring an additional staff member to become the "Vo-Tech" coordinator, the school should lighten the teaching loads of four teachers who would be joint coordinators of the program. This idea was accepted by the principal, the superintendent, and the school board. The four teachers work on an extended contract basis in which they receive compensation for working a longer school year. In addition to Vo-Tech classes, each of the coordinators finds work-study placements for students who are prepared for on-the-job experience. The problem of transportation was solved by each school providing bus service for its students twice a day to a centrally located school where students transfer buses. To date, this cooperative effort in solving common problems has worked successfully for the four participating schools.

The second way in which Nauvoo attempts to overcome its external constraints is by

improving its educational program to better meet the needs of students. The principal and staff feel that this goal is achieved by grouping students into different classes according to ability. Teachers modify a standard curriculum to meet the needs of each class. For example, in a math class, the teacher feels that the "lower ability" students have a shorter attention span and less motivation than the "higher ability" students. Therefore, she takes the first group on activity-oriented learning experiences in the community and around the school. Rather than have the students spend all their time in the classroom, the teacher assigns them tasks which involve the use of the library and other school facilities. She takes them to grocery stores to compute prices and add up bills or to the bank to count money and to add and subtract withdrawals and deposits. The second group of students spends more time in the classroom working from the textbook and on classroom activities which emphasize skill development.

Other teachers are trying to individualize learning so that it will be more enjoyable for students. The Science Department has changed from a straight textbook approach to an individualized laboratory approach in the past year. In an 8th grade science class of about 25 students, students work in pairs to complete experiments which are outlined step by step in a programmed learning workbook. The workbook also contains readings, comprehension questions, and self-tests. The teams work at their

own pace, and students correct their own tests. A variety of activities go on simultaneously in one classroom. Some students may be conducting four or five different experiments while other students read science journals or take mastery tests. Cooperation among students is demonstrated by materials being returned to their proper places after use, and by a rotating clean-up system. Students say they enjoy learning science by doing experiments much more than by just reading books.

The school also offers students more freedom and participation in making decisions. A committee made up of students and teachers proposed a program of flexible scheduling for the school. Teachers obtained the flexible schedule by petitioning the principal to approve changes in their usual class schedule. Instead of meeting a class of 25 students five times a week, a teacher might meet the whole group on one day, divide the class into two groups and meet each group twice a week. This schedule allows the teacher to work with smaller groups of students and to give more individual attention where it is needed. Students who have above "C" averages can qualify for this program. This means that instead of going to study hall, students may go to the lounge during their non-class periods. Most students use this time to socialize with other students or to work on assignments. Most students who are on the flexible schedule feel that the "C" criteria is necessary because it is an incentive to improve grades. Some teachers are allowing more student

involvement in determining their own grades by using self-evaluation forms and asking them to criticize their own work. Although some students and teachers feel that grades should be eliminated as an evaluation system, everyone agrees it will take a long time for this change to occur.

Teachers feel one of the reasons that change is possible in the school is because there is a healthy informal relationship between teachers and school board members. Three years ago, teacher morale at Nauvoo was very poor. Teachers felt unsupported and had little influence in decision making. Teachers held a meeting with school board members to talk about these issues and their importance to the school. As a result, a monthly meeting between three or four teachers and school board members was instituted as a regular policy. Both groups now feel this close relationship creates an atmosphere in which change can occur without a lot of debate and struggle. Teacher recommendations to the board are always seriously considered and frequently adopted. The school superintendent's office is in the school building so that it is very easy for teachers and administrators to communicate directly with the superintendent.

Some of the improvements individuals at Nauvoo would like to see are: the elimination of study halls for all students, more independent study and individualization of the curriculum, and a nongraded evaluation system. One teacher would like to allow students more freedom of movement so

teachers could spend more time planning rather than supervising. Another teacher would like to be able to have unlimited field trips so students could do an intensive pollution study in their area without having to go to other classes during this time. Another teacher would like to have more community resources available to students. Some students look forward to a time when they could have their own smoking lounge. One student who wants to be a farmer would like to be able to get school credit for working on his father's farm. People at Nauvoo would like these things, but no one is expecting them to happen overnight. Nauvoo is going about change very gradually. People are particularly sensitive to what they feel the community will accept. Acquiring approval and support for these ideas among parents, teachers, students, and administrators takes time. People at Nauvoo realize this and are patient.

PROJECT TO INDIVIDUALIZE EDUCATION: QUINCY JUNIOR AND SENIOR HIGH SCHOOLS

Location: 1400 Maine
Quincy, Ill. 62301
217/222-3934
Phone: Director of P. I. E.
Program: DON PRICE
Date Started: September 1971
Grades: 7-12
Enrollment: 2200 junior high school,
total enrollment

Method of Student Selection:

2207 senior high school,
total enrollment
900 P.I.E. Program

1st year: students selected randomly and asked if they wanted to participate with parental consent

2nd year: selected by lottery from volunteers with parental consent

Staff:

1 director
2 facilitators
28 full-time teachers
15 part-time teachers

Visitation Policy:

Advance notice required.
Contact Don Price, director.

There is only one junior high school and one senior high school in Quincy, Illinois, and the concept of individualized instruction is working in both settings. Nine hundred students participate in Project to Individualize Education (P.I.E.) funded by Title III, ESEA. Half of these students come from the high school. The junior high program, Grades 7-9, is located in an old conventional school building with poor acoustics and traditional classrooms. A one-story building with a mall in the center houses the senior high program, Grades 10-12.

Learning is varied for students in Quincy's P.I.E. Program. Textbooks and teacher-directed classes are complemented

by individualized learning on the part of students working on a series of Learning Activity Packets, called LAPS, in each subject area. During one semester, a course in one of the 13 traditional subject areas might be divided into four units. Each unit contains five LAPS. The packets and unit must be successfully completed before a student can go on to the next unit. In some courses, LAPS may be interchangeable. Each packet contains several reading assignments in books and periodicals which can be found in the library or in the subject resource center. Tapes and filmstrips might also be recommended. Special vocabulary assignments are included in the packet to help students with their reading. After listing objectives which the student is expected to accomplish, there are several learning activities for the student to complete. These activities might include small group discussions or projects, individual presentations, or use of community resources. Each packet contains a self-test which is designed to eliminate failure at the final test by showing a student where his weaknesses lie so he can concentrate on this area before he takes the final test. Assignments within the packet may be negotiated with the teacher if students want to substitute or change assignments. In some cases, students have substituted independent projects for an entire packet. The use of the LAPS series is just one of the approaches to learning at Quincy. The stress is upon individualized education and teacher-student relationships.

Not all teachers give tests, but all have a process for evaluating students. The senior high program uses the traditional A-F letter grade system; the junior high program uses no letter grades. If a student gets a lower grade than he would like, he may negotiate with the teacher to raise his grade by writing papers, doing projects, or completing additional learning activities.

In the P.I.E. Program learning includes students making more decisions about their learning. The daily schedule consists of 13 half-hour periods. Students change their schedules every week or ten days. Students meet with teachers to agree on a reasonable length of time to complete the learning activities they have chosen. Once a student has made a contract with a teacher, the student is responsible for meeting the requirements of that contract by going to class, completing assignments, and preparing for tests. One of the most important responsibilities a student has is to evaluate his or her own rate of learning to determine when help is needed and when independent learning should continue. Students must learn to use their time wisely both with and without a teacher. If a student finishes work early, he or she is encouraged to go on to the next unit or course, and it is conceivable that a student could complete two or three courses within one semester. Both in the junior and senior high school, teachers hold individual conferences with students as they are needed.

In addition to a change in approach to

learning, the P.I.E. Program is characterized by close teacher-student relationships. Teachers planning the program learned to be open with each other and to rely on each other for support. In the same way, teachers have encouraged students to be open with them and with their fellow students. Many students call teachers by their first names. Students choose their teacher-advisors and meet with them regularly. As one student says, the advisor is "someone who understands me best." All junior high students in the program belong to a "community group" which meets regularly and is designed to give students a group identity. Teachers and students feel that the flexible schedule allows more time for interaction. Students are involved in the planning of classes and in their evaluations. There seems to be a great deal of warmth and spontaneity in the teacher-student relationships at Quincy.

The original idea for the P.I.E. Program began with Dr. Brandt Crocker, Assistant Superintendent of the Quincy school district. From him, the idea went to secondary school administrators and then to a combined meeting of all junior and senior high school faculty members. Each department in the junior and senior high school elected a member to serve on a planning committee. The committee consisted of 25 teachers and administrators. The district gave the committee \$8,000 as a planning grant, and Don Price was appointed project director. The planners visited other schools and called on consultants from Southern Illinois

University to help in the development of program plans. Five junior high and four senior high school students were made permanent members of the committee. Neither teachers nor students were familiar with decision making or program planning, and had to learn to take the initiative to express their opinions and ideas. The planning committee tried to aid this process by adopting a consensus model for decision making with the teachers.

After the first phase of collecting information and visiting other schools, the committee once again brought in consultants to help put the ideas together into a workable model. The decision was to create a school within a school that would have an individualized program sensitive to human needs. The planning committee appointed a sub-committee to write a proposal to Title III, ESEA for funding. After funding was secured, the director selected staff members from volunteers within the school district and sought additional people from outside the district. Students were chosen from a random selection and asked if they wanted to participate. This was changed in the second year to selection from students who volunteered with parental consent.

The staff participated in a 6-week summer workshop in order to develop philosophy and plans for operation in the coming year. Consultants helped to improve communication skills and interpersonal relationships which were crucial if the staff was to function in a program which stressed that teachers

should participate in decision making and work with students as advisors. In the first year the staff met daily during lunch, as well as weekly, to discuss problems and issues that came up. As the number of staff increased in the second year, these lunch meetings became no longer feasible. Weekly staff meetings changed to bimonthly meetings. When needed, the staff and administration appoint a subcommittee to work on a specific issue and report back to the large group.

The staff, administrators, and students in the P.I.E. Program are enthusiastic about their success. The first year evaluation for Title III was conducted by Dr. Keith McNeil of Southern Illinois University, Carbondale, and information about the results may be obtained from the project's director.

Future plans for the P.I.E. Program are related to an even larger experiment in alternative education currently being planned for Quincy's senior high school. A project called Education by Choice is now in its final planning stages and is being considered by Title III, ESEA, for an operational grant. Education by Choice Project Director, Richard Haugh, describes the project as "a plan to institute an educational system which provides alternative schools within the larger comprehensive secondary school. The small schools will be designed to range from conventional programs to the relatively open programs. These alternative schools will afford students the opportunity to pursue the same academic goals through different

learning routes." The P.I.E. Program for the senior high school will be just one of these schools. Six other alternative programs are also being considered: (1) a career education school, (2) a basic education school, (3) a special education school, (4) a flexible school, (5) a fine arts school, and (6) a work-study school. The Education by Choice project will serve 1450 students in the 11th and 12th grades. Administratively, the program will have an umbrella structure with a principal and assistants at the top and teacher-coordinators in each alternative school. A new building complex constructed for the senior high school has five separate buildings connected by malls which will house this program.

ST. MARY CENTER FOR LEARNING

Location:	2044 West Grenshaw Chicago, Ill. 60612
Phone:	312/666-4169
Administrative	MARILYN TURKOVICH
Team:	RITA GARVEY JUDY ANDREWS ELAINE SCHUSTER
Date of Reorganization:	September 1967
Grades:	9-12
Enrollment:	565
Method of Student Selection:	Parochial, all students not Catholic
Staff:	4 administrative team members

37 full-time teachers
1 part-time teacher

Visitation Policy: Open visitation, but prefer Tuesday and Thursday
Most classes between 8:20 and 1 P.M.
Maximum group size: 20
Appointment one day in advance:
contact Margaret Parry at the school.

St. Mary Center for Learning is a 70-year-old girls' high school on Chicago's west side. Six years ago when the school was caught in the transition of a racially changing community, Sister Patricia McCarthy, the Principal, became increasingly uncomfortable with her role as the chief person responsible for the development and administration of the school and with the inadequacy of the old educational program in meeting the needs of the new students. During the 1967-68 school year, she developed a planning board to work on the problems created by the changing enrollment and to develop a new educational program.

The planning board's most important decision was that changes should occur which would help the school become alive, more creative and responsible, and include students and staff in the decision-making process. The planning board concluded that a radical departure from a traditional program was needed. After struggling with basic

philosophical and religious questions which arose from their direct experiences in education, the planning group arrived at some general goals: the "human" quality should dominate in all aspects of educational change and the new program should create more openness, flexibility, mobility, and involvement for everyone.

The planning group asked the old staff at the school whether they wanted to participate in a new educational program and about fifty percent responded positively. Faculty replacements and additions were made to strengthen the open-ended direction of planning. Serious planning did not begin until all the faculty was formed.

The planning group set up as few constraints as possible on faculty, students, and administrators, as well as on curriculum, and provided a maximum opportunity for all factions to participate in decision making. In September 1968, the school opened and one of its major tasks was to clarify the process of establishing rules, regulations and structure for representation.

SMCL is situated in an old building that is in need of total renovation. Students have to move the old school desks around constantly to meet a changing pattern of teaching and interaction. Most rooms are shared by 2-4 teachers a day. Most of the rooms are painted in institutional colors and are stark in appearance. The most colorful rooms are those that have been painted bright colors by students, parents, and friends of the school.

Students register three times a year for a new schedule—every 50 class days. SMCL considers itself a non-graded school, and most classes are open to any grade level. Although the non-graded classes which meet the state credit requirements can be taken at any time, students are strongly urged to take them in a consecutive sequence. The topic-focus in the required courses may vary to meet the students' needs. Experimentation in all classrooms varies with each teacher.

Students can create, organize, and run their own classes. They must make plans and find a teacher who will sponsor the class. The teacher-sponsor does not necessarily "teach" a class but is expected to be responsible for it by being aware of what is going on and attending class once a week. Examples of student-run classes are: self defense, beginning crocheting, and introduction to art.

The multi-media classes at SMCL are a radical departure from the standard curriculum. The staff confronted the issue that although reading and writing were important skills, most learning occurred through newspapers, radio, and television. Therefore, the staff reasoned that it was important, for example, to teach students to "read television." The multi-media classes provide an environment for students to develop a healthy criticism of the media as well as how to use it creatively by filming or video-taping student-conducted interviews, commercials, news reviews or drama

productions. The importance of media permeates almost every aspect of the school. Even the course catalogue is presented as a graphics arts collage which incorporates advertising methods in both layout and design.

Two approaches have been incorporated into the SMCL schedule to insure that students are adequately introduced to the new program and that they receive proper personal guidance during the period of adjustment to greater individual freedom and more personal responsibility. In one approach, students are divided into teams by grade to create a greater sense of student security and "group identity." Two hours a day are devoted to "team time." The faculty is divided into four groups of seven teachers each with one group per team. These faculty teams remain constant all year and plan a curriculum schedule for "team time" with each teacher offering two graded courses. One team can offer a variety of courses within a set focus: freshmen: multiple cultures, sophomores: basic skills, juniors: personal development, seniors: urban exposure. In another approach, a special integration group of 20-30 students is assigned to one teacher, the Integration Teacher, who acts as an academic counselor, develops an especially close relationship with her students, and helps them with any problems. The Integration Group meets during "team time" to satisfy its own needs. An example of this occurred last year when the freshmen felt they needed a lot of support

in adjusting to the school. Their Integration Group met every day for a short time. Some days this meeting was a rap session, other days the group made something together. Sometimes the Integration Teacher would divide the whole group in order to meet with smaller groups or individuals. The sophomores met with their Integration Group twice a week, while the juniors met less often.

In the senior year, work experiences are provided for interested students. About one third of the girls work and receive pay in a variety of jobs from day care centers to hospitals and clinics. One art student worked with a mural painter. Some seniors do not take advantage of the work opportunity for a variety of reasons ranging from a heavy class load of required courses needed for graduation to a failure to find an interesting work experience.

SMCL students grade themselves by filling out an evaluation form which the teacher also fills out. Differences of opinion are negotiated, but student self-evaluations are generally respected. Students may choose to be graded on a number-scale or on a pass-fail system.

Many school policies have evolved, since the program began, to facilitate school operations. These policies are very clear and open and present the student with some options in decision making.

During the first year, the program suffered problems in decision making. Through the

first year a representative government was formed, and although it was still called the "student council," its membership became the entire school—students, administrators, and staff. Weaknesses were identified in the decision-making process: 1) the process is too slow and taxing for the majority of adolescents involved, 2) representatives tended to be apathetic about some problems which were remote from their personal and immediate interests, 3) accountability was lost in the vague crowd and people did not know to whom to turn with either suggestions or grievances. The last factor seemed to be the greatest cause of frustration.

In the last four years, the school has evolved to a decision-making process which takes these problems into account. The four representative decision-making bodies presently operating are: 1) Coordinating Commission: the policy making legislative body, 2) Personnel Review Board: recommends teachers to be hired to the administration and reviews every staff member and administrator before contract renewal, 3) Judicial Board: meets with people to mediate a dispute over rights. For example, a student who has committed a smoking violation meets with this committee to clearly establish an understanding of the charge against her, to defend herself, and to negotiate on what action should be taken if the violation occurs again. 4) Troubleshooters: responsible for immediate intervention in any and all crisis situations. Members of this committee have reduced

class and teaching loads, in order to be available in the event of crisis. The members of each of these four committees include representatives from the student body, the staff, and the administrative team—elected in the case of the first two.

The present administration of the school consists of a team of four members, each with specific areas of responsibility. Generally, the Administrative Team sees its role as one of probing, brainstorming, supporting, exploring, and interacting with people. Administrative Team members do not have the authority to make school decisions without involving the representative decision-making groups. The four members of the Administrative Team divide these roles: 1) curriculum coordinator and program evaluator, coordinator of public services, member of the personnel review board, 2) general curriculum coordinator, member of the personnel review board, 3) troubleshooter, with primary responsibility in the area of student services, 4) managerial role, fiscal organization, relationships with the Sisters of Charity of the Blessed Virgin Mary (BVM) and the Archdiocese, member of the coordinating commission.

SMCL has continued to receive the bulk of its operational funds from the Archdiocese, which imposes no constraints on the school other than some requirements for religious education. The Sisters of Charity of the Blessed Virgin Mary (BVM) provide the building as well as ten members of the school personnel staff. The school receives

monies from three other sources: tuition, fund raising, and contributions. SMCL has been successful in raising 5-10 percent of its budget through fund-raising activities. The school holds well-attended forums on educational issues led by national figures, and prepares monographs for sale on key educational issues from the school. Several monographs are available from the school, e.g., "Communication Education for the Audio-Visual Man" and "Urban Experience Education—a Halfway House for Schools Without Walls."

Despite the difficulties, the administration, staff and students at St. Mary Center for Learning are generally positive about what is happening at the school; the parents are accepting, although some want more structure.

Two major problems the school faces are a lack of money and a building which badly needs renovation. There are tensions between the overall goal of creating a human educational program and a need to prepare students for college entrance examinations, between a desire for more freedom in curriculum planning and the constraints imposed by NCA, State Code Requirements and Carnegie Units. There is a desire for much more community involvement in school decision making. The staff feels that one weakness in the program is that they are always spending time "surviving" and do not have time to look at themselves. One teacher feels that what makes St. Mary Center for Learning

different from other schools is not the curriculum, but the very personal way in which the faculty is concerned and involved with students. She feels that the school is difficult to describe because there is such a wide variety of elements within it that it seems to be a conglomeration of contradictions. While the school can be said to be "turbulent" with the confusion which results from student adjustments and from decision-making difficulties, it can also be described as "peaceful" because it is an open, creative, and personal environment. Regardless of how SMCL is described, it has established a national reputation as a leader in developing more effective ways to meet the educational needs of diverse urban youth. It is a dynamic place of learning.

ST. MARY SCHOOL

Location: 704 Peoria Avenue
Dixon, Ill. 61201

Phone: 815/284-6986

Principal: SISTER EILEEN MARIE GULLEY

Date of Reorganization: September 1970

Grades: K-8

Enrollment: 276

Method of Student Selection: Parochial School

Staff: 1 principal
14 teachers
2 para-professionals
5 part-time teachers

Visitation Policy: Best day for visits: Wednesday
No visitors during the months of September and May.

In 1969, Sister Jarett, the former principal of St. Mary, began to look for alternatives to the traditional type of learning that was going on in the school. She was dismayed by the bored and passive response she saw in her students working in programs that required rote, lock-step learning. She consulted other educators and visited schools that were changing from the traditional approach. A course in Individual Progression which she took at Northern Illinois University was a great influence in determining the changes which she instituted at St. Mary. Other teachers were encouraged to take the same course as a type of orientation and inservice to new approaches to learning. Sister Jarett and the staff reorganized students into three units according to age: Unit 1: 6, 7, 8; Unit 2: 9, 10 and 11; Unit 3: 12 and 13. They also established a new system of non-graded evaluations for the school. Teachers began to move away from large all-class activities to more individual activities for students which would allow them to progress at their own pace.

Before embarking upon this new course,

Sister Jarett and staff members explained the changes to parents. During the summer, they visited homes of all the students. Although parents did not fully understand why their children needed to learn differently from the way they had learned, they were willing to go along with the experiment. Many parents supported staff members because of long family traditions of sending their children to the parish school. With some reservation the pastor of the church also went along with the changes and gave his support to the sisters. The Rockford diocese also approved the plans.

From the perceptions of some people involved with the school, the first year was chaotic and confusing, resulting in much community criticism. There seemed to be too little structure and too much expected of students who were not used to making decisions about their learning. A few families took their children out of the school, but the majority of families kept their children in the school and trusted that the sisters knew what they were doing.

The second and third year saw more structure in the sense that teachers provided specific alternatives to students instead of wide open options. These changes eventually led to a program that enjoys strong support from students and parents.

The program successfully completed a transition of leadership when Sister Jarett left to work toward similar changes in another school of the Order. Sister Eileen,

previously a teacher in the school, became the new principal.

Reorganization of the educational program was accompanied by some changes in the decision-making process within the school, while the external agencies which control the school remained constant. All the sisters who teach in the school are members of a Dominican Order headquartered in Wisconsin. The board of this order has the power to appoint the principal of the school. Locally, the school is governed by a school board comprised of community members. The pastor and the principal are also members of this board. This board makes decisions about budget and special issues, such as the introduction of sex education into the school curriculum. The main function of this board, however, is advisory. The pastor is a key figure in decision making because he approves the curriculum. These external influences on the governance of the school are similar to some public schools. The fact that all the teachers have common commitments to their order might partly explain the sense of community among the staff.

In the reorganization, a seven-member Instructional Improvement Committee was established as a new group to make decisions about curriculum and overall planning for the school. The seven members of this committee are the principal, assistant principal, the guidance counselor (appointed by the principal), the religious education director (assistant pastor), and the three

unit leaders. Initially, the unit leaders rotated. Later the leaders were elected for a more or less indefinite term.

Unit teachers have the autonomy to decide the curriculum and scheduling for their unit. The principal has responsibility for selection of staff but feels strongly that the unit members should have a prime role in selecting teachers to join their unit.

Within this framework students have some decision-making powers which are understood and accepted. Students can choose their homerooms within units, make some decisions about what they are going to learn and how, and have some input into their evaluations through a self-evaluation form and process.

The parent's role in decision making is primarily one of support. Although parents have no formal voice in day-to-day decision making, the staff is responsive to parental criticism. As a result of parental concern, the staff consciously works on the development of basic skills in their approach to individualized instruction. Included in their approach is a genuine attempt to help students realize their self-worth.

One of the main goals in the school is to create a pleasant, happy atmosphere for students. Students still learn primarily in the classroom, but there are more options for them within that setting. Teachers encourage students to help each other.

Older students tutor younger students in reading. The atmosphere of the school is one of gentle control. Corridors are quiet between classes. Students are engaged in purposeful activity. Rules and expectations of the school are very clear and are accepted by the students although they are much less explicit than in most schools.

St. Mary School has changed substantially in the past three years. In looking back at their experience, the staff and principal wish they had involved parents more in the first stages. One staff member suggested they should have flooded parents with written descriptions of each issue as it came up and solicited their response and support. The staff also wished they had planned the first year more carefully, and feel they still have much work to do to improve the overall educational program for students.

ST. PAUL OPEN SCHOOL

Location: 1885 University Avenue
St. Paul, Minnesota
55104
Phone: 612/647-0186
Director: WAYNE JENNINGS
Date of Opening: September 1971
Grades: Ages 5-18
Enrollment: 500
Ethnic and
Economic Diversity: Representative of St.
Paul

Method of Student Selection: Selected by lottery from volunteers
Staff: 1 director
23 teachers
142 volunteers
Visitation Policy: Days for visits: Tuesday,
Wednesday, Thursday
Maximum group size: 6
Advance notice required.
Contact Cynthia Gardner
at the school.

"You can talk to teachers here."
"You can start and teach your own class."
"You can always find someone to help you learn what you want."
"There is sometimes too much noise from the younger students."
"There is no compulsory attendance. You can work on an interesting project as long as you want without worrying about being late for your next class."
"Teachers give you special attention and time even though they might be sacrificing their own personal time."
"There are too few black teachers and minority students."
"You are free to find out what you are interested in now, not after you finish high school."
"When you feel failure it's different—you feel like you are letting down your classmates and the school."
"Most things can be worked out."

"You can learn about flowers and plants by working in a Florist Shop."

"Sometimes it is hard to find a private place to just sit and think by yourself."

"You can talk in class. You are your own boss. You pick your own classes and decide your own schedule."

These are some of the things students say about their school—the St. Paul Open School. It is called the "Open" School because:

—**SPACE IS OPEN** The school is in a 50-year-old factory building on the west side of St. Paul. The four floors of the building are arranged into large open space resource areas such as, the People to People Area, the Early Learning Center, the Math Lab, and the Home Economics Area. Students may work anywhere in the building as well as in the community.

—**ENROLLMENT IS OPEN** Students of all ages from all over the city are selected by lottery from those who volunteer.

—**DECISION MAKING IS OPEN** The governing body of the school is an Advisory Council composed of parents, students, citizens, and school staff. This group is responsible for the overall governance and long-range planning for the school. Some of the committees of the Advisory Council are: Evaluation, Space and Building Use, Graduation Requirements, Staff Selection, Budget,

and Intra-cultural Advisory. The staff selects representatives to serve on this council and uses its own committees to work out plans which are approved by the total staff and then sent to the Advisory Council for approval. Staff and administrators make decisions on day-to-day problems. Students are also represented on the Advisory Council.

Students make decisions about what classes they are going to take, how they will learn, what their schedules will be, and how well they have accomplished their goals.

—**LEARNING IS OPEN** Mini-classes are offered each month in subjects such as Ecology, Creative Dramatics, Print-making, Setting up Aquariums, Problems of Cities, Yoga, Jewelry-making, Algebra, Native American Studies, and Chemistry. A career exploration program called Students-in-the-Community includes sixty students working in different placements in the community. Once a week students in the program meet to share experiences with each other. Trips, such as the Native American Studies trip to Pipestone Monument and the Lower Sioux Reservation in Minnesota, provide rich learning experiences for the students.

—**TEACHING IS OPEN** Anyone can be a teacher. Older students teach younger students how to read; senior citizens teach knitting, tin can sculpture, and checkers to students; parents act as

resource people in leatherwork, music, and home economics; lawyers, veterinarians, insurance brokers and other professionals teach students about their jobs; and college students who are interns or student teachers work with students in a variety of areas. Staff teachers deal with children of all ages. Teachers can teach outside the teaching specialties to use all of their resources, talents, interests, ideas, and skills to the fullest extent.

—**THE ATMOSPHERE IS OPEN** There is movement and activity everywhere. Teachers and students can see each other all the time because there are no walls separating them. There is spontaneity and openness in the way people communicate with each other in the school.

The school opened in September 1971, after a year of struggling and planning. A citizens' group called Alternatives, Inc., made up of parents and community members who were dissatisfied with education in St. Paul, led the way for the opening of the new school. Beginning as a small group of parents, in October 1970, they grew to over 1000 members. Teachers and administrators joined the group as plans were made to push for an entirely new public school that would be K-12, citywide, and voluntary. Alternatives, Inc. developed a newsletter and mailing list, an effective telephone chain, and individual contacts with important civic leaders. In July 1971,

the Board of Education agreed to establish the school if Alternatives could write a proposal, receive additional funding, and identify parents who would agree to enroll their children in the school. The school received funding from Title III and a private foundation two weeks before school opened. These grants account for 40 percent of the school support; the Board of Education makes up the rest. Over 500 parents signed up to send their children to the school. An advisory board of Alternatives members selected Wayne Jennings as Director of the Open School and assisted him in selecting the staff. Jennings was known and respected among school administrators for his many years of experience in the St. Paul School System, and he had taken part in planning for the new school as a member of Alternatives. Jennings and the new staff then assumed the major task of planning for the operation of the school. Parents and community members quickly formed an Advisory Council to assist the staff in decision making.

Before school opened, the staff attended a two-week workshop. In the first year daily staff meetings were held to make decisions about day-to-day operations as well as to discuss issues and problems. Presently, staff meetings are held weekly. In addition to these meetings, all staff members serve on committees which meet at different times. Every two weeks the staff has small group evaluation sessions during which they evaluate each other's

performance and ability to relate to students and other staff members, as well as share successes and problems. An In-service Committee is responsible for planning long-range training programs in areas about which the staff have expressed concern. Presently, the staff is involved in a Values Clarification Program in cooperation with the University of Minnesota. The program will last several weeks and can be taken for college credit.

A few weeks before the school opened, students, parents, staff, and community supporters converged on the old factory building that had been selected as the school's site, to clean, tear down walls, and paint. They painted the drab walls and pillars purple, red, blue, yellow, and orange. The hard floors create a high noise level, since there was no money for carpeting. Another problem is the insufficient space and equipment, especially in the areas of science, industrial arts, physical education, and home economics.

In the fall of 1972, a volunteer architect created "new" space for the school by building loft structures between the floors and ceilings. These lofts are a series of little, carpeted, open boxes on stilts. Each loft is small enough for private study and large enough for a small class. Many more loft structures are being planned for other areas in the school. The whole project was made possible by a grant from

Educational Facilities Laboratories, which designated the money for creative use of space.

Although all participants in the school are enthusiastic and excited about the school, people still see areas in need of improvement. Some operational problems which confront the school are scheduling and measuring student progress towards graduation. The staff is trying to develop a schedule that will be flexible enough to allow some activities to occur on a regular basis and yet also allow students to work on projects for an indefinite amount of time. The school has no letter grades or grade levels. Within these parameters, some people feel the school needs to devise some system of keeping track of student progress, so that parents and students will know when a student is ready to move on to the next course, or to graduation. Some staff members also feel that they need more work in human relations, values clarification, and working with students from different cultures. Several staff members feel that old staff need to be reminded to open up to new staff and share experiences without discouraging the new staff's initiative and creativity. Another area of parent concern is adequate training in basic skills for their children. While people at the Open School are concerned about these issues and problems, as one student commented, there is an overriding sense in the school that "most things can be worked out."

ST. TERESA ACADEMY

Location:	2501 Ridge Avenue East St. Louis, Illinois 62205
Phone:	618/874-7922
Principal:	SISTER MARY SIMPSON
Date of Reorganization:	September 1969
Grades:	9-12
Enrollment:	500
Method of Student Selection:	Parochial School Applicants visit the school for at least one day prior to acceptance
Staff:	1 principal 37 full-time teachers 3 para-professionals 3 part-time teachers
Visitation Policy:	Contact the principal.

St. Teresa Academy, a Catholic High School, is located in the center of a rapidly changing community in East St. Louis. In the past five years, the school population has changed from a predominantly white middle-class student body to a mixed population of black and white students who, in most cases, come from lower income communities. The school has changed to meet the needs of its present student body.

In October 1969, racial conflict threatened the existence of the Academy. The principal and staff felt they had three alternatives: close the school, impose security guards or make substantial changes in the school's educational program. They chose to reconstruct the school's program.

Sister Mary Simpson, Principal of St. Teresa Academy, and Sister Carol Werner, Registrar, sought professional help from Southern Illinois University, Edwardsville, Illinois. Professionals there are working on experimental, federally funded, teacher training programs (NEXTEP). These advisors offered their help and services to the school. Together with the St. Teresa staff, they implemented a four-phase-conflict-change strategy over a two-year period that involved the total school community — students, teachers, administrators, and parents. The basic thrust of the changes was directed towards more communication and openness between teachers and students, as well as building the individual's acceptance of self as a person and respect for differences in other people. The staff participated in visitations to other schools, workshops, interviews with parents and students, and committee meetings and planning programs. During the summer of 1970, the Department of Education at SIU provided a two-week summer workshop for the school in its final preparation for changing the school structure in the fall.

Some of the changes that have occurred in the school in the past four years are: flexible scheduling, more choice in course offerings for students, courses in communications and affective development, student evaluations without letter grades, student participation in curriculum development, use of more varied learning materials, replacement of study halls with resource centers and student lounges, self-initiated testing on the part of students, and a counseling program that includes small group living experiences. Teachers in each subject area have carefully worked out performance criteria in each course to help students set their own goals and evaluate their progress.

Students have a schedule based on twenty-minute class periods. A class is assigned the number of periods needed to complete the work. Free time is built into the schedule so that a student may go to one of two lounge areas or to a resource area. There are resource centers for each subject area. The school changes courses every quarter rather than every semester. Students meet with counselors to determine for what courses they should register. Most of the courses have the usual titles, such as math or science, but the content is varied according to individual needs.

St. Teresa Academy believes in clear structure within which there is flexibility and opportunities for students to make decisions for themselves. In taking courses

and by participating in the decision-making process set up for the school, students feel they have a part in determining what and how they will learn. Many students feel that this experience will be very useful to them when they are older.

When students were asked what they liked about the school, they replied:

- "being able to talk to my teachers"
- "making some decisions for myself"
- "having a chance to explore different things"
- "tutoring other students"
- "studying things that are real"
- "the small classes"
- "no study halls"

Teachers at the school use a counseling approach to encourage students to participate in course planning. They facilitate this participation by using: classroom inventory techniques to establish group goals; student developed materials in classes; and an evaluation process that involves both student and teacher.

Teachers are particularly enthusiastic about the decision-making process in the school. Policy decisions are made by a Faculty Senate composed of five members—three faculty members elected by the faculty, one teacher appointed by the principal, and the principal. The Senate meets weekly. Meetings are open to the faculty every week and to the students every other

week. There is also a faculty curriculum committee (with student input), and various ad hoc committees. Teachers feel that the Senate, which has been functioning for two years, provides good input to the school program.

Policy decisions having to do with budget and other major changes in the school program go to the Board of Directors, composed of fifteen community members and the principal. The principal and department chairperson hire new teachers for the school. All parents are not directly involved in decision making, but are kept informed of decisions made by the Board of Directors. The school feels that they are weak in involving more parents and hopes to improve in this area.

Currently, St. Teresa Academy is considering a merger with a Catholic boys' school, due to an anticipated financial crisis which may occur in the next year. The merger is being considered for 1974. Meetings are already being held with the staff of the other school. If the merger occurs, there will be an expanded program serving Grades 1-12. There will be one building for Grades 1-5, another for a middle school—Grades 6-9, and the building of the present boys' school will serve as a senior high, Grades 10-12.

WELSH SCHOOL

Location: 2100 Huffman Blvd.
Rockford, Illinois 61103

Phone: 815/964-4712
Principal: STEVE GEYER
Date of Reorganization: July 1967
Grades: K-5
Enrollment: 600
Method of Student Selection: Geographic district, some volunteers from outside districts
Staff: 1 principal
25 full-time teachers
1 resident teacher
2 part-time teachers
Visitation Policy: Best days for visits: Wednesdays
Maximum group size: 8
Arrangements should be made at least one month in advance by contacting:
Joyce Holmberg
Central Office
201 S. Madison
815/968-1871 Ext. 53

The Rockford Teacher Development Center (TDC) operated in the Welsh Elementary School from 1967-1971 as an in-service training project for teachers to learn and experiment with new techniques in teaching and learning. Teachers from schools all over Rockford were selected to "intern" for one year in the Welsh Demonstration

School. "Resident teachers" at the TDC worked closely with intern teachers to advise, observe and train them in new approaches to learning that emphasized student self-direction and individual responsibility. The Teacher Development Center no longer exists but its influence is reflected in the present program at Welsh Elementary School.

In the early planning for the demonstration school, the planners felt that a comprehensive change in the educational experience was the key to the project. Essential to this change was a shift of the learning responsibility from the teacher to the student. With the advice of a consultant, the staff planned to open school in the fall with open-ended plans and then to allow the students to specify what they wanted to learn and how. The first few weeks of school were chaotic. Most students had only a vague idea of what learning activities they would like to carry out, which disappointed the staff. The few students who did have ideas sent the staff off in many directions searching for learning situations in which students had only a passing fancy. This unsystematic and undisciplined approach only consumed the energies of the staff without producing any effective new program for learning. Following this difficult experience, the teachers began to develop specific plans as to what students could begin to do in school and how students could develop responsibility within a structure for more

self-directed activities. Several consultants were called in to help with specific problems teachers faced with this approach.

Presently, few classrooms are identical in the Welsh School. Each classroom of 30 to 35 students is a unique self-contained learning environment. For example, in one class, a teacher might build the entire curriculum around music, relating music to all other subjects. In another class, students might learn to build things out of wood and other materials to stimulate the learning of basic skills. In yet another class, a teacher might use games and puzzles as a basic approach to learning. All of these learning situations are interrelated by each teacher's commitment to individualizing learning and developing the student's sense of responsibility, direction, and self-respect. The variety, openness, and commitment to common goals of the present program in the Welsh School is a direct result of the Rockford Teacher Development Center.

In 1965, Thomas Shaheen, Superintendent of Rockford schools from 1964 to 1971, conducted a survey of all Rockford teachers to find out what they would like most in the district's schools. The results of the survey indicated that the teachers were most interested in an intense in-service training program which would introduce them to new concepts in teaching and applying these concepts. Shaheen responded

by appointing a planning council to write a proposal and submit it to the Title III program for federal funding.

Their proposal called for the creation of a teacher development center and a demonstration school along the following lines:

1. Establishing the center in a typical Rockford school building
2. Developing an innovative educational program and staffing the school with eight resident teachers and 21 intern teachers
3. Selecting seven other schools in the district to work in the demonstration center. After one year of internship at the TDC, teachers would be placed in another school to continue their work.

In 1967, Rockford was awarded a Title III grant to proceed with the development of the Teacher Development Center and Demonstration School. The final Title III grant expired in 1970, and the Rockford School Board voted to continue support for the project with local school funds through 1971. The Title III grant was used to pay the salaries of additional personnel and substitutes to free teachers for seminars and to cover other costs for the training of Rockford teachers and administrators.

The main responsibility for the resident teacher was to coordinate the in-service

program for the interns. Each resident teacher had three to four interns. The resident held half-day seminars for the interns each week. The activities of the in-service seminars were then developed through a continuing dialogue between residents and interns. In addition, the resident teacher observed interns in the classroom and provided them with constant feedback to guide them according to the goals which they themselves set for their year at the development center.

The intern teachers for the first year were selected on the basis of philosophy and commitment to the new educational program. Teachers in the Welsh School could apply to teach in the new program but most of the teachers chose to transfer to other schools. Interns were asked to be committed to three educational values of the TDC: positive reinforcement of children, individualization of instruction, and integrated material. Within these common goals, teachers were responsible for developing their own program.

Most of the teachers organized students into small groups. The arrangement of each classroom reflected the combined personalities of the teacher and students. Most classrooms were divided into interest centers or activity centers. Children remained in one classroom for the whole day, but were allowed to go out of the classroom to the resource center or to work in the hallways. In one or two rooms,

there was multi-age grouping of students. In the fourth and fifth grades, two teachers worked as a team to teach the combined classes. Students were encouraged to learn at their own pace. Some competition was created by awarding love stamps for work completed quickly. Teachers developed administrative aids to help individualize the curriculum and devised objectives for each level of development in language arts and math. These objectives were put on a form which was punched out by the teacher as they were completed by each student.

Most intern teachers felt that the allotment of one year was adequate time for their training. They also said they were continually encouraged by the atmosphere of mutual support and commitment to common goals.

A group of substitute teachers familiar with the classroom activities replaced the intern teachers during their weekly seminars. Later, several of the substitutes became full-time teachers at Welsh School. University consultants were also available to the residents and interns for advice and help. The principals from the seven factor schools volunteered to spend half a day to one day a week at the Center before receiving two to three of the Center's teachers the following year. The details of the TDC's impact program is discussed in more detail in Section V, Part One of this book.

Decision making at the TDC was never an overt issue. The director was highly trusted by both the superintendent and the staff. Although the director had the authority to make decisions, she always made them with sensitivity and staff input. Teachers felt they had complete autonomy in terms of decisions about their educational programs and were supported in their efforts, which was their main concern. There were no regular faculty meetings as such. However, the half-day seminars have come to be an important place for decisions to be made. The essence of effective decision making in the TDC was good communication among all the staff. The director was always in touch with residents and teachers, and the residents were constantly in touch with intern teachers and students.

One major initial problem for the TDC was the negative reaction of many community members. The program was announced in the late spring to begin operation in the fall. Parents who were part of the school during the time, and some staff, described the negative reaction of some community members in this way: "Why are we applying for federal funds, when we have never

entered into entanglements with Washington before? What is the matter with our kids, that they need a different program? The School was good enough for me. Are our children to be guinea pigs?" These community people initiated a lawsuit to prevent the school from opening. Nevertheless, the school did open and an effective intensive public relations program began. A full-time community relations director was hired by the school to help the community understand the objectives of the TDC, and a variety of materials including slide-tapes, films, pamphlets, and newsletters were developed to inform the public. In time, the community came to support the program.

The present feeling of the community is one of strong support. Many staff and parents feel that the initial reaction weakened the program at the start and could have been avoided by involving more people in the initial planning or by informing the parents about the program before it began. Another result of the impact of TDC in the Rockford district is the Target School Program which is presently working with six schools in Rockford to help improve their educational programs.